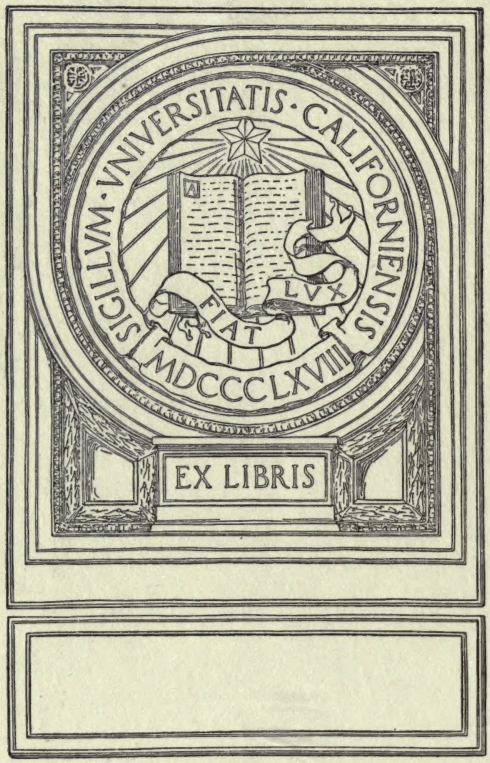
GALESBURG PUBLIC SCHOOLS

THEIR HISTORY AND WORK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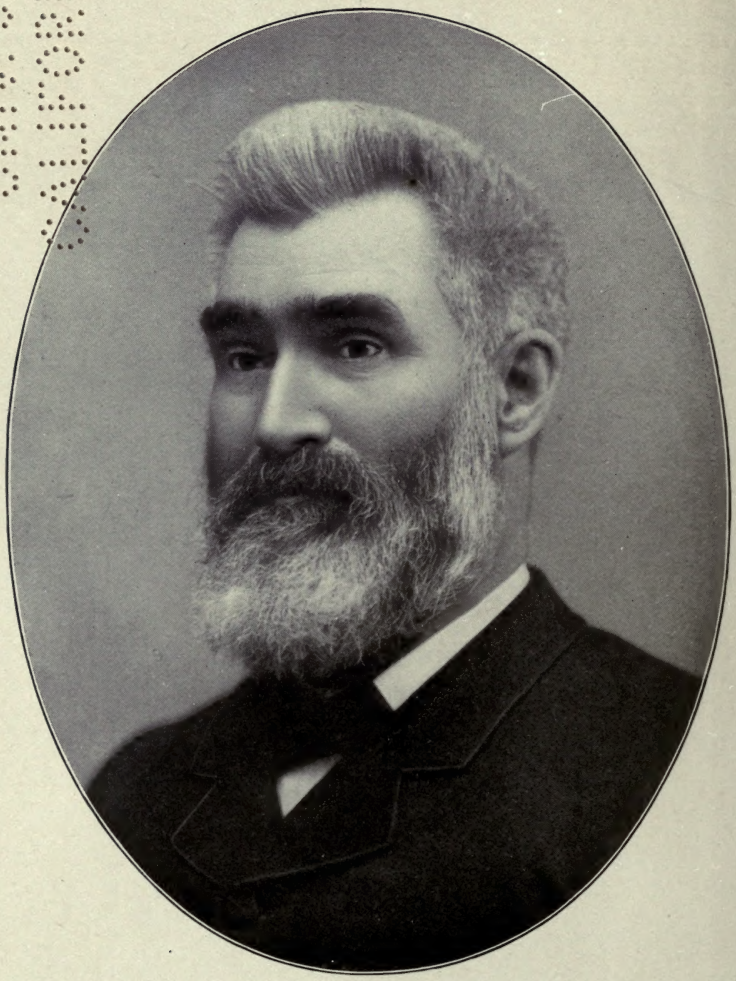

Geo. Churchill

Founder of the Galesburg Public Schools.

GALESBURG

PUBLIC SCHOOLS

Their History and Work

1861-1911

BY

WILLIAM LUCAS STEELE

A. M. (Monmouth), Ph. D. (Knox)

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PREFACE.

In the autumn of 1909, Mr. Fred R. Jelliff, Chairman of the Program Committee of the Knox County Historical Society, asked the writer to prepare and read a paper on the History of the Public Schools of Galesburg before the Society sometime during the following winter. In gathering the material for this purpose it was found that there was enough to make a paper sufficiently long to be read at one meeting without taking up the history of the schools under their present organization; so the paper read at that time was on the "History of the Public Schools from 1840 to 1861." The Society, in passing its customary vote of thanks, included in it a request that the writer continue the history down to the present time. This request was seconded by the Board of Education at its meeting the following month, on motion of Director Mrs. G. W. Thompson. Accordingly for two years the writer spent most of his vacations and evenings in preparing this work, and he has made no statement of facts without having the best evidence—which was the original when obtainable—before him; there may of course be some clerical errors.

The regular meeting of the Board of Education in June, 1911, was the fiftieth anniversary of its organization. At the next meeting, held three days later, Mr. L. T. Stone, who was beginning his thirty-fourth year as a member of the Board, realizing the help that a knowledge of those years gave him in meeting the issues of to-day and believing that a complete history of the schools would be of great service to the mem-

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bers of the Board in the future, moved the adoption of the following: "Resolved, That the Board of Education request Mr. W. L. Steele, Superintendent of Schools, to prepare for publication a History of the Public Schools for the past fifty years, with a statement of the work being done to-day, for present and future reference." The motion prevailed by a unanimous vote. It was his opinion that, as the Board had not published a report for four years, it would be justified in expending the amount necessary to print such a work as its Semi-Centennial Report of the Schools.

Thus this work has been prepared in response to a local demand, and the constant endeavor has been not only to preserve the worth-while facts of the past half-century but to present them in such a way that they may be readily serviceable to the coming generations. That part which contains "The Work of the Schools" has been prepared in the same manner regardless of the merits or demerits of the work, though the writer is conscious that it has many of the latter. However, if the schools are to be intelligently and progressively conducted in the future, a knowledge of their condition present and past is necessary. It is hoped, therefore, that this record of the Galesburg Public Schools may find among the citizens many readers, as the best interests of the schools are safe only in the keeping of those who have an intelligent knowledge of their mission and their work.

W. L. STEELE,

November, 1911. Superintendent of Schools.

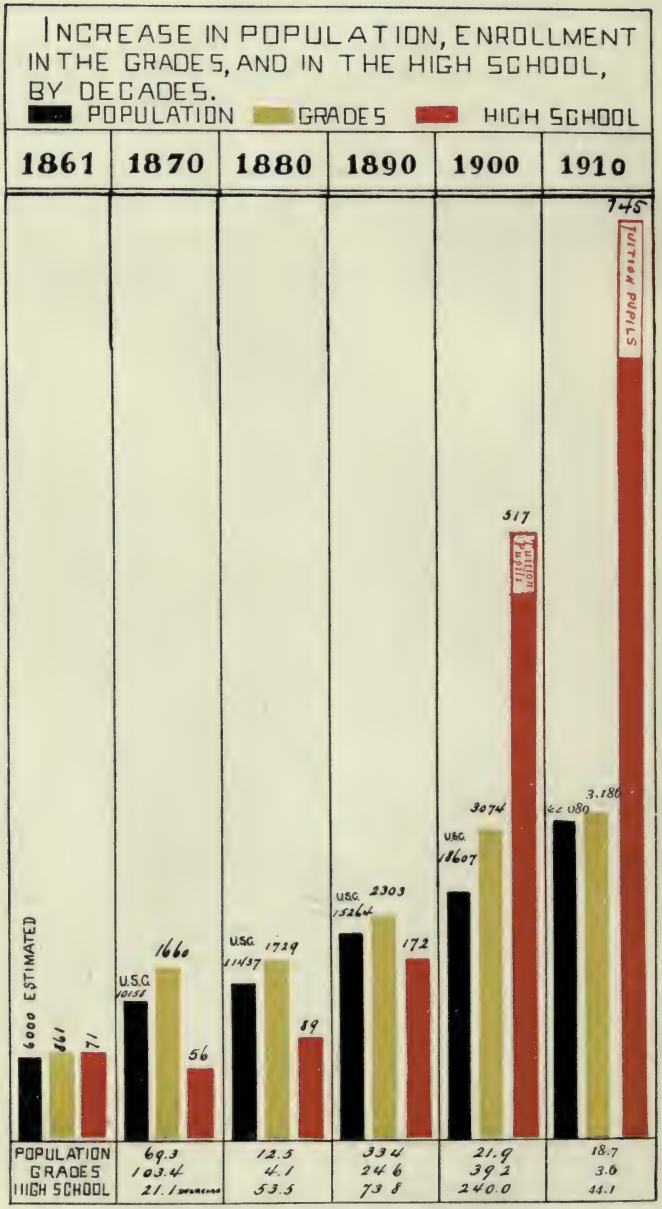

Chart showing Increase in Population and School Enrollment, by Decades.

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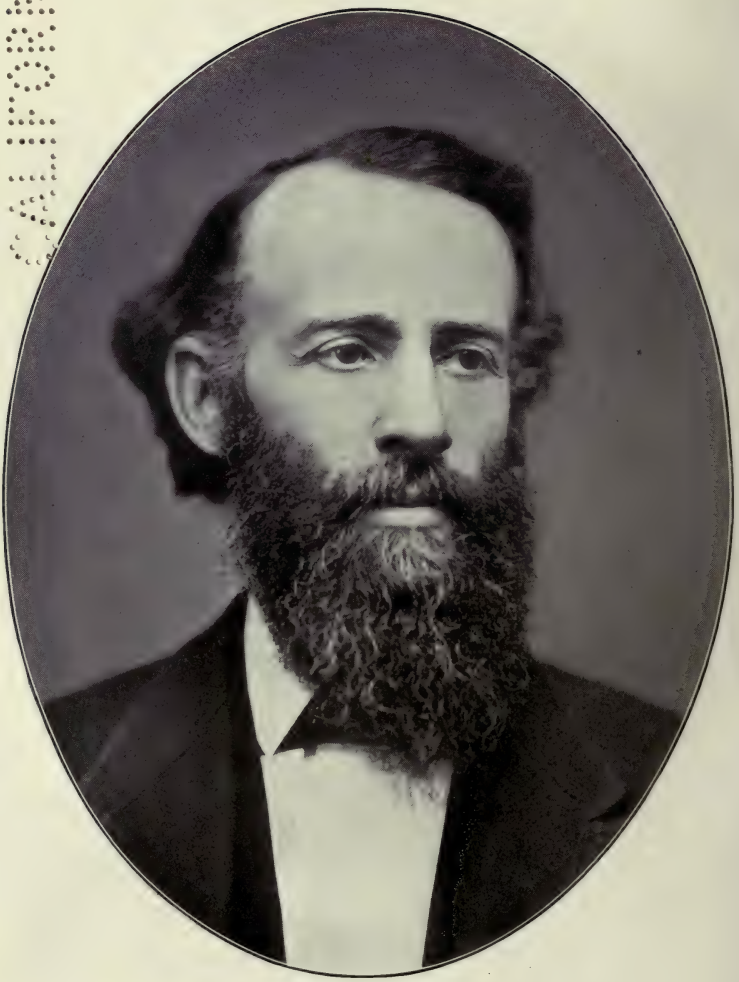


R. B. GUILD
Superintendent of Schools
1861-2

CHAPTER I.

FIRST YEAR UNDER THE CHARTER: 1861-62

1. Organization of the Board. 2. Terms of Agreement with the Teachers. 3. Equipment. 4. The School Year. Arrangement of Terms and Sessions. 5. The Teaching Force.

1. ORGANIZATION OF THE BOARD.

The Board of Education of Galesburg School District was organized under the present School Charter, June 11, 1861. Thus the present school system has been in operation fifty years. As special interest always attaches to the beginnings of an institution that has become important and permanent, an entire chapter will be given to recording the events of the first year.

There were twenty-four meetings of the Board this year. Here is the verbatim record of the first meeting:

OFFICE OF CITY COUNCIL

Galesburg, June 11, 1861.

The following named persons having been duly elected to the office of School Directors of "Galesburg School District," in the City of Galesburg, in the County of Knox, and State of Illinois, on the 3rd day of June, 1861, met at the office of the City Council on the 11th day of June, 1861. Mayor Knowles being President of said "Board of Education" being present. There were also present:

CHAUNCY S. COLTON, director for 1st ward.
EDWIN POST, director for 2nd ward.
DAVID SANBORN, director for 3rd ward.
GEO. H. WARD, director for 4th ward.
CLEMENT LEACH, JR., director for 5th ward.
R. P. SAGE, director for 6th ward.

who severally took the oath of office as prescribed by the Charter and took their seats in the "Board of Education."

On motion it was voted that the members of the Board of Education proceed now to draw for the term of time each shall serve, when

Chauncy S. Colton drew for 3 years.
Edwin Post drew for 3 years.
David Sanborn drew for 2 years.
R. P. Sage drew for 2 years.
Clement Leach, Jr. drew for 1 year.
Geo. H. Ward drew for 1 year.

When on motion it was voted that each director shall have the charge and care of the school rooms and school property in his ward during "vacation."

On motion Messrs. Leach and Sanborn were appointed a committee to prepare a code of by-laws for the Regulation of the Board to be submitted. And then on motion the Board adjourned to meet at the call of the President.

W. A. Wood, Clerk

The committee appointed to draft rules and regulations for the government of the Board made its report at the fifth meeting of the Board, July 15th. It was adopted without change or dissent. The principal provisions of this report are as follows:

1st. The members of the Board of Education shall meet and organize each year on the second Monday in June.

2nd. At the first, or some ensuing meeting, soon after the organization of the Board, the following standing committees shall be appointed, to-wit: First, a committee on school buildings, grounds, furniture and supplies, consisting of four members. Second, a committee on text-books, rules and regulations, consisting of two members. Third, an auditing committee, consisting of two members. Fourth, an examining committee, consisting of two members of the Board, two citizens chosen by the Board and the Principal, three of whom must be present at each examination of teachers and three of whose names must be appended to each certificate of examination.

3rd. The Board shall hold its meetings on the second Monday in each month unless otherwise ordered by a majority of the Board. A special meeting may be called at any time on the request of any two members, left with the Secretary.

4th. The meetings being called to order by the President, or one appointed President pro tem, the order of business shall be:

1. Reading the minutes of the last meeting by the Clerk.
2. Reports of Committees.

3. Petitions and communications.
4. Reports and suggestions by the Principal.
5. Miscellaneous and unfinished business.

With the exception of the provision for the examination of teachers, these rules have remained unchanged to the present day.

Committees.

The first committee appointed under these rules, July 30th, was the Examining Committee. It consisted of Prof. A. Hurd, Prof. Isaac A. Parker, C. Leach, Jr., R. P. Sage, and the Principal of the Schools. At the same meeting Chauncy S. Colton and David Sanborn were, on motion, made a standing Auditing Committee. The other committees were not appointed until October 8th.

Officers.

The first clerk was W. A. Wood and he was required to take the oath of office. The first treasurer, B. F. Holcomb, was required to give a bond, the amount of which was twelve thousand dollars. At the close of the year the clerk was allowed fifty dollars for his services and the treasurer was allowed ten dollars.

Re-election of Board Members.

There was but one change in the membership of the Board this year (which has been the average for the last 25 years) and that was due to the resignation of Mr. Clement Leach, Jr. The City Council filled the vacancy by electing Dr. I. N. Candee. At the election in June, George H. Ward of the Fourth Ward and Dr. I. N. Candee of the Fifth Ward were unanimously re-elected.

Course of Study and Attendance.

It often happens that in looking up a matter the most important item cannot be found; so it is in this case; there is no record of what subjects were taught. It is true that Principal Guild reported to the Board, October 8, 1861, a course of study, which was adopted and placed on file and marked "A," but the entire files of the Board for the first two years are missing. What is stranger still, there are no files preserved of any newspapers published in Galesburg from 1860 to 1870; at least, if there are, they are private property, probably lying in some

garret waiting to be destroyed. Neither is there any record of the number of pupils that attended the schools. In September, 1862, there were 777 pupils enrolled in all the schools. Judging from this, one would be justified in saying that there were between 700 and 800 pupils enrolled the first year.

2. TERMS OF AGREEMENT WITH THE TEACHERS.

Second Board Meeting.

At the second meeting of the Board the salary of the "Principal of the Graded Schools" was fixed at seven hundred dollars for the year; salaries of the "lady teachers" in the High School at six dollars per week, and of all other teachers at five dollars per week. Mr. R. B. Guild was then elected to the "post of Principal of the Graded Schools for the coming year." The other teachers were chosen in the latter part of July. The teachers appointed were subject to an examination by the Examining Committee and to the direction of the Board as to the positions they should hold in the schools; and the Board reserved the right to terminate the contract at its discretion. This last clause was not merely a form, for the records show that a committee of two directors was appointed to visit the schools and was given the power to dismiss any of the teachers who, in their judgment, might not be needed.

Private Schools and Teachers.

Private schools were still at this time a factor to be considered. Mr. A. E. Blunt, who had such a school in the city, was paid $35 for his school furniture and "given charge of the Grammar Department and the Superintendence of the schools in the Colton Buildings" at a salary of $55 per month.

Mrs. Carney, who had formerly taught in the Boston schools and was the author of that exquisite gem of poetry, "Little Drops of Water," was also conducting a private school at this time. A petition signed by thirty-five citizens was presented to the Board, asking that she be taken into the graded schools; but no action was taken on the petition.

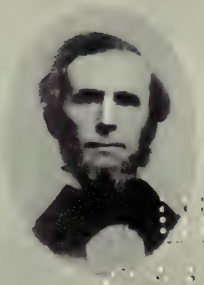
C. S. COLTON

EDWIN POST

DAVID SANBORN

GEO. H. WARD

CLEMENT LEACH, JR.



R. P. SAGE

FIRST BOARD OF EDUCATION
Organized, June 11, 1861.

UNIV. OF
CALIFORNIA

Tuition Schools and Tuition.

At its fourth and fifth meetings the Board had attempted, without success, to fix a rate of tuition to be charged all resident pupils;* but, from the resolution adopted ten days before the close of the spring term, it would seem that the Board still had a liking for the old subscription school in which they themselves had received their elementary education. The resolution reads as follows: "That Mr. Guild open a tuition school in the Academy on the 21st day of April for one term of ten weeks, and to charge and collect $1.50 in advance from each scholar attending, without distinction of age or study; and that the Clerk cause an advertisement accordingly to be inserted in the Galesburg Democrat." Principal Guild was the only teacher not employed by the week. He was employed for the year, and consequently had sufficient time to teach another term of ten weeks, which he did. For this he received $67.50 in tuition, which amount was charged to him and applied on his salary. According to the state law the Board had already conducted free schools a sufficient number of days to enable it to draw the state fund; so there could be no objection to tuition schools on this account. At this meeting the Board appears to have inaugurated a system of tuition schools for the vacation period. A committee was appointed to "rent such rooms in the Colton Building to Mr. Blount during vacation as they deem right, also to rent the upper rooms in the Academy to such female teachers as they can agree with on terms." The subscription schools for the long vacation, thus begun by the Board, continued for years, but finally becoming an annoyance to the Board it refused to rent rooms for such a purpose or to employ any one as teacher who taught such a school.

The tuition for pupils outside of the district was made the same as that charged by the academic department of Knox college, except for the primary department, and here it was fixed at $2.50 per quarter.

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*See page 243.

3. EQUIPMENT.

Buildings.

At the first meeting it was necessary for the Board to rent some buildings for school purposes. Knox Academy, on the north side of the Public Square, was leased from the Trustees of Knox College, for a term of three years, at the rate of $316.66 per year. The Colton building, on the west side of the Square and north of Main street, was rented for $550 per year from C. S. Colton. These two buildings provided eight schoolrooms—four rooms each. From S. Mitchelson was rented a schoolroom on Seminary street, south of the depot, at $6 per month. The other five rooms—for there were fourteen schoolrooms this year—were the property of the Board, having been built previous to the union of the school districts in 1858. These schoolhouses were all situated south of the center of Main street; one on East Main street, one on West Simmons, another on Monmouth Boulevard, one on Tompkins street, where the Baptist Church now stands, and the Depot School, on the northwest corner of Chambers and First streets. There was no schoolhouse in the north part of the city. The school desks with which it was necessary to furnish some of these buildings cost $4 each—double the price of to-day.

Janitor Service.

One man did the janitor work for both the Academy and the Colton building, for which services he received $15 a month. The janitors for the other six schoolhouses were boys who were paid from twenty-five cents to thirty-seven and one-half cents per week.

Taxes.

The tax levy for the year, made at the September meeting, was forty cents on each one hundred dollars.

4. THE SCHOOL YEAR, ARRANGEMENT OF TERMS AND SESSIONS.

Length of School Year.

The number of weeks the school should be kept open was a matter of uncertainty during the entire year, and it was decided term by term. At first the Board voted to open the schools the first Monday of Sep-

tember but later decided, for reasons not recorded, to open them the second Monday of October. At the December meeting it was voted to close the schools the Friday before Christmas for a vacation of two weeks, and to begin a new term of ten weeks on the first Monday of January, 1862. At the February meeting it was voted to extend the present term for an additional four weeks.

The Noon Recess.

The length of the noon recess seems to have given some trouble. At one meeting of the Board it was voted that the noon recess at the Central School should be one hour and at the outside schools at the discretion of the teacher. This was in December. At the January meeting it was voted, "The 'noon recess' shall be thirty minutes."

5. THE TEACHING FORCE.

The roll of the teachers for this year was as follows:

Mr. R. B. Guild, Principal and Superintendent.
Miss A. E. Smith, Assistant to Mr. Guild—Academy.
Miss Mary Cole, Academy (up-stairs).
Miss Mary Everest, Academy (up-stairs).
Miss A. E. Tilden, Academy (rear room).
Mr. A. E. Blunt, Principal, Colton Building.
Miss Kingsberry, Assistant to Mr. Blunt, Colton Building.
Miss Emma Field, Colton Building, (up-stairs).
Miss Sarah Barnes, Colton Building, (up-stairs).
Miss Mary Allen West, Colton Building, (lower south room).
Mrs. R. K. Colby, Blanchard School.
Miss I. L. Henshaw, Tompkins Street.
Miss Jennie McMillen, Depot School.
Miss Sabrina Lanphere, Churchill School.
Miss Ermina Finch, Brick School.
Miss M. I. Strong, Monmouth Street School.
Mrs. Gross, Teacher of Writing, All the Schools.

CHAPTER II.

PERIOD OF COLLEGE CONTROL: 1862-1874

1. College Influence. 2. School Buildings and Development of School Property. 3. The Board and Its Responsibilities. 4. Position of the Superintendent; Regulations for Teachers and Pupils. 5. Course of Study. 6. The High School and the Colleges. 7. The Question of Color. 8. Special Schools. 9. Special Branches. 10. Principals. 11. Library. 12. Limitations. 13. Resignation of Superintendent Roberts. 14. Summary.

1. COLLEGE INFLUENCE.

This period of twelve years extends from June 30, 1862, to July 1, 1874. It covers the time when the schools were largely under the control of the two colleges. The Board of Education during these years was, to a great extent, composed of men who were ardent friends of one or other of the colleges. In its membership were always to be found trustees or members of the faculties of these institutions; the man who served as Superintendent of Schools during these years was, when he was appointed to the position, a tutor in Knox College; in short, college domination was complete. This was natural and it was right. It was natural, because when the organization of a free school system was first agitated there was a strong feeling among many of the friends of the colleges that the public schools would in some way be antagonistic to their favorite institution. Under such circumstances it was natural that the schools should be placed under a control that was at least friendly to the colleges. It was right, because the town in the first place was a distinctly educational enterprise; in those days it was the college first and other matters afterward. When the common schools were organized who should be more interested in them and know better how

JUNIUS B. ROBERTS
Superintendent of Schools
1862-1874

they should be conducted than the men who were devoting their lives to the cause of education?

2. SCHOOL BUILDINGS AND DEVELOPMENT OF SCHOOL PROPERTY.

The first great problem that confronted the Board of Education was the building of schoolhouses. Galesburg was then a city of six thousand inhabitants, with an actual school enrollment for that year of 1,264 pupils. It had practically no school buildings. It is true the district owned six one-room schoolhouses, but they were built in the days of the independent school districts and were now unfit for school purposes and were of no money value; indeed The Free Democrat, a local paper, advised the districts in 1858 to sell these buildings for coal houses. To appreciate the magnitude of this undertaking the conditions of that time must be understood. The people who were called upon to replace these schoolhouses were the same persons who had for years fought the introduction of any system of free schools. Now they were asked not merely to make provision for the actual growth of the city, as the people of today are required to do, but to provide at once school buildings for a city of six thousand population. It should also be remembered that these people had never experienced any of the benefits of free schools; they themselves had been educated in private or select schools; they had paid for their own education and were inclined to regard the free school as a sort of charitable institution. It is not strange that this idea thus ingrained in the life of the people continued to some extent for years. It is not surprising that a wave of opposition swept over the community when one schoolhouse costing sixty thousand dollars was no sooner completed than two more were projected. How different has been the development of the free school system in the newer sections of our country! There, when a town was founded, the public school was started; it was thus made from the

first an organic part of the civic institutions; and it was supported by people who themselves had been educated in the public school and believed in it. In comparing the school buildings and grounds of Galesburg, even to-day, with those of a western city of like size, it would be manifestly unfair to the memory of the people of that day as well as to ourselves not to take into consideration the difference in the fundamental conditions.

The First Schoolhouse.

The first schoolhouse was built in the summer of 1862. It was located in the Fourth Ward, southeast of the depot, on the corner of Chambers and First streets. It was built by Silas Horton and cost four hundred and thirty-five dollars. This was certainly a modest beginning for the Board of Education, not one calculated to alarm the conservative element; yet the money that paid for it had to be borrowed at twelve per cent interest. This building was called the Depot School, and it evidently took the place of one that had been there for years. The next summer the Tompkins Street schoolhouse that stood where the Baptist Church now stands, was moved and placed on the same lot with the Depot School.

Churchill School.

The building of the Churchill School, originally called the High School, was the great event of this period. It was the fulfillment of the dream of the independent districts when they voted in 1858 to unite. It was an imposing building for that day, comparing favorably with Knox College on the south and Lombard University on the east, and costing about the same as each of these buildings dedicated to higher education. Its construction may rightly be considered as one of the great events in the history of Galesburg, since it caused the common schools to be recognized as one of the public and important institutions of the city.

Purchase of Site.

At the January meeting of the Board in 1863, on motion of Dr. I. N. Candee, a committee was appointed to inquire into the expediency of erecting a new

building. As a result of this action Mrs. Silas Willard offered to donate to the Board all the land she owned opposite the Willard house and fronting on Main and Chambers streets, provided the Board would build thereon respectable school buildings. This proposition was accepted, but at the May meeting the Moshier lot, twelve rods square, on the southwest corner of Broad and Simmons streets, was purchased for two thousand dollars. On this lot were a house and stable which were sold for one hundred and seventy-five dollars. In the following year the Board showed its wisdom in buying of John B. Colton, for five hundred dollars, two lots adjoining this property on the west and fronting on Cedar street. It is unfortunate that this policy was not pursued by the Board, as opportunity presented, until it owned the entire block.

Voted to Build.

Professor George Churchill became a member of the Board in June, 1863, an important event to the schools of the city. At the September meeting it was voted, on motion of Professor Churchill, to proceed immediately to erect a new building on the Moshier lot, to be completed by September, 1864. The following resolution was passed at the October meeting, on motion of David Sanborn, "That the President and Clerk of the Board advertise for a loan of $15,000 to $20,000 for the purpose of erecting a suitable central school building for the use of the graded schools."

Plans Adopted.

Professor Churchill and Superintendent Roberts presented at a meeting of the Board in January, 1864, complete plans for a school building. These plans had been drawn by G. P. Randall, a prominent school architect of Chicago, and they were adopted, provided the building would not cost over $20,000. It turned out, as such projects usually do, that the building could not be completed for that amount; and, as a result, the new school building was delayed one year.

Bonds for $40,000. Voted.

It was found that not twenty thousand, but forty thousand dollars, would be required for the proposed new building. After this shock some time elapsed before anyone had the courage to move in the matter, but all realized that a crisis was rapidly approaching. The people, who for nearly a decade had been asking for that central school building, so glowingly pictured and so strongly recommended by Horace Mann, in his address delivered in the old First Church, were becoming impatient; the leases on the old Academy and the Colton building on the Public Square, which had thus far furnished more than half the rooms for the schools of the district, would expire the following year; and the Board knew that these leases could not be renewed. Something must be done. Accordingly the Board, on motion of David Sanborn, decided, September 26, 1864, to submit to the voters of the city a proposition to issue bonds to the amount of $40,000 for the purpose of building a new schoolhouse. Now comes the surprise. The election was held November 21st, and there were 947 votes cast in favor of the bond issue to 16 against it. These bonds were issued by the City Council, in such amounts and at such times as requested by the Board of Education. This was the beginning of a practice that later involved the Board in a suit with the City Council to determine to what extent, if any, the City Council could pass upon the actions of the Board of Education. The first issue of these bonds was for $10,000, the time being three to five years and the rate of interest ten per cent.

Building Begun.

Everything now moved along smoothly. The plans of Architect Randall, somewhat modified, were adopted by the Board on February 15, 1865, and he was paid $600 for them. Directors Ward, Sanborn, Reed and Churchill were made a special Building Committee to have charge of the construction of the building. The work was all done by the day except the plastering, which was let by contract to R. C. Haines for $1,400. H. D.

Bancroft was employed to superintend the stone and brick work at four dollars a day, and Joshua P. Chapman to superintend the carpenter work at three dollars and a half a day. The wages of each of these men was later increased fifty cents a day. The amount paid for superintending the construction of this building was about $2,000. The brick used in the building were made in the Johnson Brick Yard in the west part of the city and cost ten dollars a thousand.

More Bonds Voted.

After the work on the building had been going on for about a year, it was discovered that the $40,000 received from the sale of the bonds voted in 1864 would not be sufficient to complete the building itself, to say nothing of the heating apparatus and furniture required. There was nothing for the Board to do but to ask the people to vote more bonds. Accordingly an election was called for October 13, 1866, to vote on the proposition to issue bonds to the amount of $10,000, for the purpose of finishing the new school building. At this election there were only twenty-two votes cast, and they were all in favor of issuing the bonds.

Building Completed.

The building was heated by furnaces, and a system of ventilation was installed which was said at the time to be perfect. Dr. J. V. N. Standish, who was elected a member of the Board in June, 1864, was made chairman of the special committee that selected and purchased the furniture for the building. The last days of 1866 saw the new building completed, and on the first Monday of 1867 the schools quietly took possession of it.

Description of the Building.

The people took great pride in the new building, and they were justified in doing so. It had been wisely, honestly and well built. It was both a credit and an ornament to the city. The State Teachers' Association showed its appreciation of what had been done in Galesburg for public education, by holding its annual meeting for 1867 in the new building. The building was named the High School, when perhaps a more appropriate

name would have been Central School. It had ten rooms furnished with sixty-three desks each, two recitation rooms, and a "chapel;" the last occupying the east half of the third floor. It thus provided more schoolrooms than the Board had ever rented at one time in the central part of the city, and they were so superior to the rented ones that a comparison cannot be made. There was only one serious mistake made in the building, and that was in the heating and ventilating apparatus. The furnaces never warmed the building sufficiently in cold weather, and they were a constant source of annoyance and expense until they were replaced by a system of steam heat. As to the system of ventilation that was then pronounced "perfect," it is generally believed to-day that little was known about ventilation at that time.

Cost of Building.

On the records of the Board is spread the following information in regard to the cost of construction, which is of interest to the people of to-day:

Cash paid for lumber, nails, slate roofing, and all other materials used by J. P. Chapman, and for labor under the department of carpenter and joiners' work	$27,872.38
Cash paid for stone and brick and labor used by H. D. Bancroft, and for all labor and material used in his department of stone and brick work	19,458.20
Cash paid Randall, Architect	600.00
Cash paid Fuller, Warren & Co. for furnaces	2,100.00
Cash paid R. C. Haines for plastering	1,400.00
Cash paid Perry & Knights for gas fixtures	325.67
Cash paid McNeely for bell	462.32
Cash paid A. H. Andrews for school furniture	2,986.00
Cash paid J. H. Knapp for slating for blackboards	135.00
Cash paid Henry Jerauld for filling up lot	80.00
Cash paid for freight on furniture and bell	296.87
Total cost	$55,716.44
To this was added in July of the same year for fence and improvements by Boyd and others	1,053.47
To this also should be added the cost of the land	2,500.00
This makes the total cost	$59,269.91

There is quite a difference between this sum and $20,000, the amount originally intended to be placed in the building.

The present High School, which cost nearly twice as much as this building, was completed for about fifteen per cent more than the original estimate.

Half Day Sessions.

As already stated, the leases on the old Academy and Colton building expired in June, 1865. For four years these two buildings had provided accommodations for about half the pupils in the city. What provisions were made for these pupils during the next year and a half, or until the new building was completed, is a matter of interest. For a part of the time two rooms were rented in the old Post Office building on Broad street, opposite the present Central Church; after these were given up, a room on the Public Square was rented; the old Baptist Church building, situated where the present High School stands, was purchased and fitted up for school purposes. In these buildings and in the Simmons Street School, formerly called the Blanchard School, were held, from September, 1865, to January, 1867, two distinct schools each day, one division of the pupils attending in the morning and the other in the afternoon. Some of the teachers taught half the day, while others taught all the day and received additional pay.

Present High School Site Purchased.

It was during this time that the present High School site was acquired. When the Board purchased the old Baptist Church building in 1864 for $1,100, the Baptist Society refused to sell the ground; however, in August, 1865, the Board succeeded in securing the land by a trade, giving lots seven and eight, where the present Baptist Church stands, and a U. S. bond for $500 in exchange for lots nine and ten, the present High School site. In this trade the Baptist Society considered it received $2,500 for its property.

Crisis of 1867.

The annual school election of 1867 was the crisis of this period; it was more; it was a crisis in the history of the Galesburg Public Schools. The whole trend of school affairs was changed by it. It is only in recent years that its blighting effect has not been felt. The two outgoing members were candidates for re-election. The following proposition was also submitted to the voters at the same election: "To allow the Board of Education to raise the sum of ten thousand dollars, by loan or taxation, for the purpose of building two new school buildings, repairing and fitting up old ones, furnishing the new hall, and improving the grounds." The candidates of the Board were defeated by a vote of 386 to 122, and the proposition to borrow $10,000 by a vote of 412 to 94. This crushing defeat of the Board was caused probably not so much by what it had done in the past as from fear of what it might do in the future. It was certainly not wisdom on the part of the Board to ask for more money for building purposes at that time, and the wording of the proposition could not possibly have been worse. It invited defeat. The position of the Board was this: it had provided excellent accommodations for half the pupils of the city, and this made the other half all the more urgent in their demands for suitable school buildings; they were in sore need of them; there could be no question about that; and in their sincere desire to do justice to all, the Board submitted the question to a vote, ignoring all expediency in the case. The people had just completed the first school building, and it had placed upon them a debt of $50,000. This fact should have been recognized as being a sufficient reason for giving the people some time to rest. The defeat of this just but ill-timed demand for more school buildings immediately would have been a matter of small importance, had it not produced a condition that made good schoolhouses impossible when the time did come for building them. The character of the ward schools that were afterwards built makes this point sufficiently clear. The

men who built the High School, would never have put up the ward schools that were built in the next ten years. The effect of this election was felt not only in the kind of schoolhouses that were built, but also among the citizens in a growing dissatisfaction with the character of the work done in the schools. Before this calendar year had closed it seemed necessary to the Board to vote a resolution of confidence in the Superintendent of Schools, which was done unanimously, on the motion of Director Henry R. Sanderson. However, a committee of five persons, not members of the Board, was appointed at the request of the Superintendent to make a personal visitation and examination of the schools and to report to the Board their condition and progress.

Improvements Made in 1867.

In the summer of 1867 an addition was made to the brick schoolhouse on East Main street, together with some repairs upon it. The job cost $206. A lot on the southwest corner of Kellogg and Losey streets was purchased of S. M. Cox for $850. The Tryon schoolhouse with its fixtures was bought for $500 and placed on this lot. A special committee was appointed to find a suitable lot in the Fourth Ward for a new school building. These were the improvements and additional accommodations provided this year.

Fourth Ward School Building.

At the November meeting of the Board in 1868 a special committee which had been appointed in July previous, on motion of Henry R. Sanderson, to select locations for new schoolhouses in the Fourth Ward and the Fifth Ward, recommended a lot, ten by twelve rods, on the southeast corner of Mulberry street and Allen's avenue as a desirable site for a new schoolhouse in the Fourth Ward. The lot thus recommended was purchased at this meeting for $1,550. In May, 1869, J. P. Chapman was employed to make plans for a four-room brick building. The contract for the construction of this building was let to M. D. Billings for

$8,800. It was supplied with stoves at a cost of $241.50 and the furniture cost $1,553.12. Lightning rods were placed on this building by J. W. Smith at twenty-five cents a foot and three dollars a point. This custom of placing lightning rods on the schoolhouses was continued until 1904. The total cost of the Fourth Ward School, including lot, building, furniture and heating, was $12,144.62. School was opened in it, January 10, 1870, just three years after the opening of the High School. After the Fourth Ward building was completed the Board seriously entertained the proposition to sell a part of the school lot. The matter was referred to the Finance Committee with power to act. This action is in striking contrast to that of the Board that purchased the Moshier lot in 1863 for the High School.

Board's Relation to City Council.

It required three years of agitation to get the Fourth Ward building which provided four schoolrooms, and it took three years more to get another four-room building in the Fifth Ward. During these six years all the school buildings were overcrowded; the few tuition pupils were refused admission, and half-day sessions for the primary grades were resorted to. One cause of this delay in erecting new buildings was due, no doubt, to the fact that the Board of Education had become involved in a suit with the City Council to determine the Board's right to raise money for school purposes. The Board of Education early formed the habit of appointing, annually, a committee to wait on the City Council and request it to levy a tax for the running expenses of the schools and to issue bonds for building schoolhouses. Naturally, under these circumstances the City Council was not long in coming to think that it was the guardian of the Board of Education. As might be expected, a body of men, elected for an entirely different purpose and having nothing to do with the conducting of the schools except to share the public funds with them when requested, would sooner or later come to the conclusion that the schools were calling for too

much money, and that it was necessary to exercise their right of guardianship. The following is a good illustration of the attitude of the Board of Education towards the City Council in those days:

"Galesburg, Ill., Feby 13, 1871.

"The Board of Education would respectfully represent to the Honorable Mayor and City Council of the City of Galesburg that the present school accommodations of the Third and Fifth Wards are entirely inadequate to meet the necessities of the case. The Third Ward has one schoolhouse with seats for seventy-two pupils, while the number who ought at the present time to be received there without anticipating future increase, is two hundred and fourteen. In the Fifth Ward the case is still worse. Two hundred pupils of the primary and intermediate grades require accommodations here, while there is at present room for but forty—and that in a building which for years has with difficulty been kept from falling to pieces of its own weight. A part of these scholars are now received in the High School building, thus crowding it to excess and overtaxing the teachers. In view of these facts, the Board of Education respectfully request the Common Council to submit to the voters of Galesburg at the approaching Charter election, a proposition to vote the sum of twenty thousand dollars ($20.000) for the purpose of building two schoolhouses, one in the Third Ward and one in the Fifth Ward, similar to the one recently completed in the Fourth Ward of this city."

Suit Against City Council.

The City Council granted the above petition and submitted to the voters at the city election the proposition of raising twenty thousand dollars for new school buildings by a special school tax. There were 583 votes cast in favor of the special tax to 398 against it, but the Council refused to canvass the vote. The Board petitioned the Council to canvass the vote, but it still refused to do so. The Board then asked the Council to submit the question to arbitration, Judge C. B. Lawrence, a member of the Supreme Court and a resident of the city, to be the arbitrator. This, also, the Council declined to do. The Board again came to the City Council and petitioned it to

submit an agreed case to the Supreme Court, but it was of no avail. The City Council would do nothing in the matter. The Board of Education, as a result, was compelled to resort to other measures. It presented to the City Council in June, 1871, a tax levy of $28,000 for all school purposes for the coming year. This levy the Council refused to make, whereupon the Board brought suit in the Circuit Court, the result of which, after a jury trial to determine the facts, was a peremptory mandamus issued by Judge A. A. Smith, commanding the City Council to make the tax levy. The case was promptly appealed by the city to the Supreme Court.

Tax Levy of 1872.

A different course was pursued with the tax levy of 1872. The Board of Education, on its own account, submitted to the voters of the city, July 29th, a proposition to authorize it to raise $13,000 as a special school tax. There were 192 votes cast in favor of this proposition to 151 against it. A tax of $26,000 for all school purposes was levied this year. The change in the revenue law of 1872 made the point at issue in the case pending in the Supreme Court a matter of no further interest to the Board of Education, and it was accordingly dismissed by the city on the understanding that the Board would not exercise the rights granted by the mandamus. Thus ended the litigation that had extended through fifteen months.

Fifth Ward School Building.

At the first regular meeting of the Board after the special tax of $13,000 had been authorized by the election held in July, it was voted, on motion of Director Huntington of the Seventh Ward, to build a schoolhouse in the Fifth Ward. It was more than a year before the building was completed. The plans were made by the Building Committee. The contract was awarded to A. Walbaum for $13,000 and Timothy Nash was appointed superintendent of construction. Furnaces were placed in the building at a cost of $450, and the furniture contract

was given to the National School Furniture Co. for $1,296.50. The grounds cost $1,650, thus making the total cost of the Fifth Ward School $16,396.50. School was opened in this building in September, 1873.

A Strange Mistake.

There is an interesting fact connected with the purchase of the lot for this building, illustrating what strange mistakes and gross negligence good and capable people sometimes fall into and how serious may be the consequences. On July 13, 1868, a lot twelve rods square, on the southeast corner of Academy and Knox streets, was purchased of M. L. Comstock for $1,350; but the schoolhouse stands on the northeast corner of Academy and Second streets, while there is nothing in the County Records to show that the Board of Education ever owned either lot. On the records of the Board for May 8, 1871, however, is an account of an exchange of lots in the "Third Ward" with Mrs. Mary E. Rugar for $300, the difference to be paid her by the Board. There is evidently a mistake in the name of the ward in this record. It should read "Fifth Ward," not "Third Ward," for the County Records show that Knox College deeded to Mrs. Mary E. Rugar the land where the schoolhouse now stands, but there is no record that she ever deeded it to anyone; while there is a record that she received a deed from Joab Comstock for the lot twelve rods square on the southeast corner of Academy and Knox streets, the land originally purchased by the Board of Education. The mistake in the name of the ward in the Records of the Board may be explained by the fact that the committee which selected the present school site in the Fifth Ward, on the same trip of inspection examined several locations in the Third Ward for the purpose of determining, if possible, a school site in that ward. Thus the two wards separated by the diagonal of the city, one being in the southwest part and the other in the northeast part, were brought together in thought, and their names were exchanged by the person making the record.

Third Ward Site Purchased.

The last action taken in this period to provide school accommodations was on February 14, 1874, when four lots on the southeast corner of Cherry and Selden streets were purchased for $1,200 as a location for the Third Ward School.

Janitors.

The first janitor employed by the Board of Education was Nels Swanson, and he continued to do all the janitor work for the schools in the central part of the city to January, 1874, when he resigned, and John Moburg was appointed in his place. He never had fewer than two, and sometimes had three buildings to care for. The first year he took care of the old Academy and the Colton building for $15 per month. His salary was gradually increased, until, in 1867, it was fixed at $600 for the entire year, but after that year he received $50 per month while the schools were in session, and $20 a month during vacation. The janitor work in the branch schools was done by boys who were paid, at first, twenty-five cents a week. In 1865, when the Board was paying sixteen cents a bushel for coal, these boys received twenty-five to fifty cents a week for their services. In those days boys of well-to-do parents were glad to do such work; Wm. D. Sanborn, for example, was voted the sum of three dollars and twenty-five cents for ten weeks' service as janitor. It reminds one of what General Grant says in his Memoirs about his boyhood days, "I did not like to work; but I did as much of it, while young, as grown men can be hired to do in these days, and attended school at the same time. It was only the very poor who were exempt from labor."

Tree Planting.

The value of trees for shade and ornament was not unknown in those early days. Messrs Allen, Arnold, and Claycomb gave some trees to the teachers and pupils of the Fourth Ward School, who planted them with proper exercises; and all the parties received a vote of thanks from the Board of Education. When the High School building was completed in 1867, Director J. V. N.

Standish was added to the Committee on Buildings and Grounds for the express purpose of ornamenting the High School grounds. This was all before Arbor Day was heard of.

Summary of Improvements.

During the twelve years of this period the Board of Education built the Depot School at a cost of $435; purchased the grounds and erected the High School, a ten-room building, with a chapel, costing $59,269.62; the Fourth Ward School, a four-room building costing $12,144.62; the Fifth Ward School, another four-room building costing $16,396.50; also purchased the old Baptist Church building for $1,100, and later the grounds for $2,500, and the site for the Third Ward School for $1,200. This makes a total investment of $93,046.03 in permanent improvements during the entire period.

3. THE BOARD AND ITS RESPONSIBILITIES.

All Matters Referred to the Board.

The organization of the schools was, of course, a distinctive and prominent feature of this period. The patrons, the Board of Education, the Superintendent, the teachers and the pupils, were the parties involved. During the time in which they were learning the scope of their rights and duties by actual experience, some confusion and friction unavoidably occurred. This significant entry is made in the records of these early years: "It was voted that the Clerk is hereby directed to publish in the Free Democrat the monthly proceedings of this Board, omitting such personal matters as he may deem not expedient to publish."

The Board of Education being the source of all power and authority, at first everyone in doubt or trouble went to it for guidance or relief.

Dissatisfied Parents.

The parent whose child had not been advanced or had been, in his judgment, mistreated by the teacher, appeared before the Board and made complaint. In all such cases a committee would be appointed to investi-

gate and make its report at the next meeting. There is a record of at least sixteen such cases in the first few years. In most of the cases the teacher was sustained, but in three of them she was censured by a vote of the Board, and the Clerk was directed to notify her of its action. Three petitions signed by citizens, asking for the transfer or dismissal of teachers, were presented to the Board. This course of action, in time, bore its fruit. In 1864 two of the teachers were taken into court and fined. The climax had been reached. Professor George Churchill, a member of the Board, arose to the occasion. At the December meeting in 1864 he presented the following ringing resolution. It no doubt expressed the best opinion of the community at that time, and it has represented the attitude of the Board on school discipline from that day to this.

Resolution on Discipline.

The resolution on school discipline offered by Professor Churchill and adopted by the Board in December, 1864, was as follows:

"Inasmuch as two of our teachers have been involved in legal prosecutions by reason of inflicting corporal punishment upon their pupils, we deem it proper to give our teachers some rule of action in regard to it. And first, we wish it distinctly understood that *good order* must always be maintained in all the schools. To accomplish this we urge upon the teachers the use of their tact, kindness and firmness; appeals to the nobler nature of the scholar, and a generous trust in his honor. But when all these fail, as fail they sometimes will, one of two courses must be resorted to—*expulsion,* or *corporal punishment.* The former we cannot recommend, as school is the proper place for the cultivation of good manners and morals, which such scholars especially need. Hence, the latter becomes a necessity. And we distinctly say to both teachers and scholars, that we stand by and defend the teachers in the use of corporal punishment when it seems absolutely necessary to the maintainance of good order in the school, cautioning the teachers in its use to temper it with the most prudent measures the circumstances will allow; while at the same time, they promptly, completely and unconditionally subdue the pupil under discipline. Furthermore we request parents feeling aggrieved at the course of any of our teachers, to enter complaints to the Board of Education

rather than attempt to seek redress before a legal tribunal, thus breaking down the authority of the teacher over all the pupils, and directly tending to destroy good order and discipline in all the schools."

Pupils Sometimes Expelled.

It would not be correct to infer from the foregoing resolution that pupils in those days were never expelled from school, for there are records of several cases of suspensions and expulsions. The following rule was adopted in May, 1865, on motion of Professor Churchill himself: "Any scholar convicted of presenting forged excuses to a teacher shall be expelled from school without power of re-instatement except by a unanimous vote of the entire Board of Education." As late as 1870, Professor Churchill and Superintendent Roberts were appointed a committee to prepare and have printed a "Circular to Parents on the Duties of Parents and the Manner of Conducting Schools."

Teachers Come to the Board.

The teacher as well as the parent came to the Board, and on some very trivial matters, as, for example, to ask for a day's leave of absence or to have the desks in her room rearranged. Two teachers occupying the same room could not agree as to the way the desks should be arranged, and they brought the problem to the Board for its decision. To decide this momentous question the following resolution was adopted: "Resolved, That Professor Standish of Lombard University, Professor Comstock of Knox College, and J. H. Knapp, County Superintendent of Schools, be, and are hereby appointed a Committee to decide how the seats shall be arranged in the room occupied by the two lady teachers and that their decision shall be final." This was in 1864, and it is interesting to note that the resolution provided for both of the colleges being represented in the case.

It would be interesting to know how much of this restlessness under restraint was due to the new conditions, how

much to the severity of the rules, and how much to the spirit of the times.

Noon Recess.

The length of the noon recess seems to have given the Board some trouble. It was made at first a half hour; in a short time it was changed to an hour; and the next month it was made an hour and a half. An attempt was made apparently to adjust it to the varying length of the days, for this formula was repeated several times. The question was permanently settled in November, 1864, on motion of Professor Churchill. The noon recess was made an hour and a half at that time, and it has remained so to the present time. No other single act of the Board has contributed so much to the health of the pupils. The time is sufficiently long to allow a pupil living in any part of the city to walk to his home, get his usual meal and return in time for the afternoon session. In order to conserve his health what does the pupil need more, after being confined in the schoolroom during the morning session, than to follow this program; and what would better prepare him for doing effective work in the afternoon session? This is particularly true in regard to the High School students.

Examinations.

Examinations played a prominent part in those days. Apparently nothing in the whole system was quite so important, and the greatest care was exercised in seeing that they were conducted without prejudice, for it was a process of sifting the chaff from the grain. One of the standing committees of the Board was the Examining Committee. It was composed of five members; two citizens, two members of the Board, and the Superintendent of the Schools. Its duty was to examine all applicants for positions as teachers in the schools, and it held meetings for this purpose at stated times, due notice of which appeared in the city paper. With all this effort to be fair and just, the Board did not escape criticism. It was said, "Is not a majority of the committee connected with the Board?" The advisability of appointing

an examining committee composed entirely of members outside of the Board, was at one time seriously considered. However, in 1865 and thereafter, three members of the Board and the Superintendent of Schools were made the Examining Committee. All pupils admitted to the High School were examined by a committee of the Board and the Superintendent. There were two regular examinations each year in the grades; one at the close of the first term in December, which, so far as practicable, was written; and one, at the close of the second term, which was oral and to which parents and friends were especially invited. For a pupil to be absent from one of these examinations meant suspension from school.

Absence of Method.

The Board of Education was slow in learning to use its standing committees to do the detail work. It attempted to attend to everything itself as a body. Not until June, 1873, did it have a committee to recommend the appointment of teachers; and then it was made only a special committee for that year. It was appointed on the motion of Director Fred A. Willoughby. Previous to this time there was no particular method of selecting the teachers. They were elected singly, or in groups, at different meetings during the vacation, on motion of some member of the Board. The informal ballot was called for in some of the elections. The assignment of the teachers to their positions was made at a different time, in the same way—by a vote of the Board; frequently the salaries were determined at still another meeting. There were years when scarcely a meeting was held at which some member did not move to have the salary of some certain teacher increased. At the end of a term it was not unusual, by vote of the Board, to change the positions of several teachers. Nothing ever seemed settled for the year. This method of doing business was either the source or the result of a great deal of unrest and dissatisfaction among the teachers. As the Board gradually learned to delegate some of its powers

to its committees, superintendent and teachers, an orderly system of school management was developed.

4. POSITION OF THE SUPERINTENDENT; REGULATIONS FOR TEACHERS AND PUPILS.

The head of the school system, Mr. J. B. Roberts, was at first called Principal, then Principal-Superintendent and finally Superintendent. These names indicate the evolution of the office; they appear, however, interchangeably from the first. In re-electing Mr. Roberts in 1866, the term "Superintendent of City Schools" was first formally used. The record reads, "It was voted, on motion of Professor Standish, that Mr. Roberts be hereby continued as Superintendent of City Schools until otherwise ordered by the Board." This settled the tenure of the superintendency for Mr. Roberts, for he continued to fill that office without re-election for eight years, or until he handed in his resignation in 1874. Mr. Roberts was at first Principal of the High School and devoted his time mainly to teaching, having only a very general and limited supervision of the primary schools, or branch schools, as the ward schools were originally called. The Grammar School in the Colton building was independent of his jurisdiction during the time Mr. Blunt was in charge of it.

Powers of the Superintendent.

At the November meeting in 1862, Mr. Roberts was given the authority to make such changes among the teachers in the graded schools and require such duties of the teachers in the primary schools as, in his judgment, the interests of the schools demanded. At the next regular meeting he was given power to grade the schools according to his judgment; no pupil could be transferred from one room to another without his permission. Before this school year closed, the rules of the Board were so amended that the Superintendent could make such reports to the Board as he might desire, exactly as if he were a member of the Board. The earliest printed rules and

regulations that can now be found were adopted in June, 1863. Of the eight rules defining the duties of the Superintendent, the first six remain unchanged to this day. Mr. Roberts was given power in 1864 to employ substitutes when teachers were sick. He was authorized in 1868 to have the necessary repairs made upon the several schoolhouses. Superintendent Roberts continued to give the most of his time as teacher in the High School until August, 1868, when, on motion of Henry R. Sanderson, it was voted that, in the opinion of the Board, the time of the Superintendent for the ensuing year should be wholly devoted to the general supervision of the schools.

Salary of Superintendent.

The salary of the Principal, or Superintendent, of Schools, was made, in 1862, $55 per month for the time the schools were in session; this amounted to $550 for the year. In 1863 it was made $700; in 1864, $1,000; in 1865, $1,200; in 1867, $1,400; and in 1871 it was fixed at $1,800.

Teachers, Their Duties, Etc.

When a person was appointed as a teacher, neither the salary nor the position was determined; these were settled later. Teachers were required to teach six full hours each day, three in the forenoon and three in the afternoon. The teachers in the primary divisions were allowed to close their schools thirty minutes earlier each session, but they were required to hold themselves in readiness to render such assistance in the other rooms as might be required of them during the remainder of the session. In 1865 this provision was so changed as to allow them to take the entire hour from the afternoon session, which was certainly not a part of wisdom, if the shortening of the school hours was for the benefit of the pupils. All the schools closed a half hour earlier on Friday afternoons.

Teachers who were absent for a day, or any part of a day, forfeited their wages for the time absent; but the sum of such forfeitures might be restored by a vote of the Board. There was a positive rule that the Board would not pay for

the substitute when a teacher was absent on account of sickness, but there are some cases on record where the teachers prevailed upon the Board to make exceptions to this rule. The teachers were required in 1867 to meet once in two weeks on Friday afternoon at three o'clock, and it was made the duty of the Superintendent to report to the Board the names of any teachers who were absent from these meetings. They were given two half days each term for the purpose of visiting the rooms of the other teachers. They could not read nor distribute any advertisement, nor allow any advertisement to be read or distributed in any schoolroom or upon any of the school premises without permission from the Superintendent. All teachers above the primary division were required to make out, from time to time, a report of the attendance and scholarship of their pupils and to send a copy of the same to the parents. They were allowed to detain a pupil for a reasonable length of time after the regular hour for dismissing school, either for purpose of discipline or to make up neglected lessons. In cases of willful and persistent violations of any of the rules prescribed by the Board, teachers were given the power to suspend such pupils, but they were required to notify immediately the parent and the Superintendent, stating the cause of the suspension. Under certain conditions they were also allowed to suspend pupils who were not provided with the books required by the Board.

Salaries of Teachers.

The question of salaries caused the Board of Education no end of trouble. It came up in some form or other at almost every meeting for years. If it was not a petition from all the teachers or from a group of them, it would be from some individual teacher or from some member of the Board moving that the wages of a certain teacher be increased to a stated amount. It is not surprising that the question was not allowed to rest, when the smallness of the salary paid at that time is considered. The first member of the Board to champion the cause of the

teachers in their efforts to secure better pay, was Dr. I. N. Candee, a member from the Fifth Ward. After Professor Churchill was elected to the Board, he became their chief advocate. For the first four years of this period the teachers were employed by the week, the year consisting of forty weeks. Five dollars a week was the "wages" paid all teachers in 1862, except the assistant in the High School, who received six dollars a week. A committee was appointed in December, 1862, on motion of Dr. Candee, to inquire into the expediency of raising the wages of the teachers. A petition asking for an advance in wages was received by the Board (from the lady teachers) in January, 1863. The subject was considered at some length, but no action was taken. In July, 1863, Dr. Candee again asked that a committee be appointed to investigate the question of the adjustment of teachers' salaries. Such a committee was appointed and ordered to report at the next meeting. It reported in favor of paying the assistant in the High School seven dollars a week and the assistant in the grammar department six dollars a week. This report, which thus recommended an increase of one dollar a week for two teachers, was adopted. In this year, one teacher, who seems to have been more persistent than the others, filed a separate petition to have her salary increased. The matter was referred to one of the directors who reported at the next meeting that he had made an arrangement whereby the teacher was to receive three dollars a week over and above the amount paid for her board and washing. The first advance of salaries worth mentioning was made in June, 1864. The salaries of two teachers were raised to eight dollars a week; those of four teachers, to seven dollars a week; and those of all the other teachers, to six dollars a week. In January, 1865, on motion of Professor Churchill, it was voted to raise the salaries of all teachers who were receiving six dollars a week, to seven dollars. In February, 1865, seven teachers petitioned to have their salaries increased and, on motion of

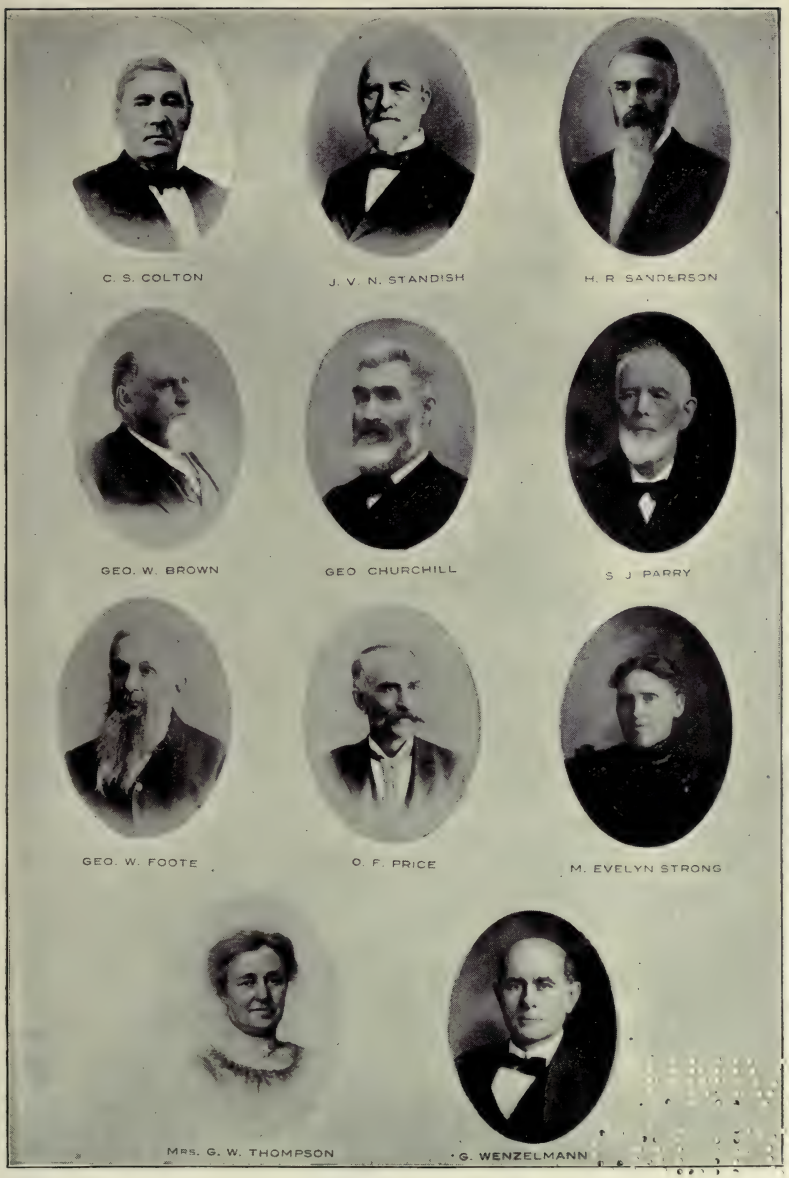
Professor Churchill, it was voted to make the salaries of all teachers eight dollars a week. When the teachers were appointed for the next year there was no increase of salaries, but during the year several teachers succeeded in having their salaries raised on separate motions made at different times. A decided advance in salaries was made in July, 1866, as may be seen by the following action of the Board which was taken on motion of Professor Churchill, viz: "That the salaries in the intermediate and primary departments be $450 per year, and that the teachers be required to obey fully and literally the regulations of the Board concerning the attendance upon Teachers' Institutes and shall not teach select or private schools during any vacation."

The next year brought the election of 1867, and no further advance in salaries could be expected after that date. It would have been surprising if they had not been reduced. When the reactionary Board came into full control the salaries of the teachers were cut ten per cent, but it was done in a way that did not reduce the size of their orders.

School Shortened.

In June, 1869, the Board voted to employ the teachers by the month; and then, at the same meeting, it voted to have not less than nine months of school. The length of the school year up to this date had been ten months. This brought from the teachers a general petition to have their salaries increased, which was respectfully denied.

Many requests for the use of schoolrooms for private schools were made by the teachers; and during the year many applied separately to the Board asking for an increase of salary. The result of this agitation was that the schools were in session for nine and one-half months that year, and for the following year nine months and three weeks. The third year, however, the schools were in session for nine months. For the next three years the schools were in session for nine and one-half months, when, in 1876, the school year was reduced to nine months. In 1879 the



FIRST WARD

The Representatives of the First Ward on the Board of Education since its First Organization in June, 1861.

schools were in session nine months and one week; after which date to the present time, the school year has been nine months. Thus the action of the Board in 1869 in shortening the school year one month, finally won the deliberate approval of the people; and thus a measure originally inaugurated for economy was eventually accepted for educational reasons.

Payment of Salaries.

The time and method of paying the teachers varied greatly. In 1862 the Clerk was ordered to pay the salaries at such times and for such amounts as the teachers desired, provided the amount paid did not exceed in any case the wages due. At the beginning of one year it was voted to pay the salaries at the end of the winter term and after that monthly for the remainder of the year. At another time the Clerk was directed to issue orders monthly to teachers who might desire their pay. The salaries were allowed monthly by the auditing committee in 1867. This was done because there was frequently no quorum at the regular meeting of the Board. It was not until 1868 that money could not be drawn from the treasury without an order signed by the President and by the Secretary, and duly authorized by the Board of Education. This rule was made on motion of Director Alfred Knowles. In the later years of this period and for many years thereafter the salaries were allowed whenever the Board met, for the length of time the teachers had taught since the last meeting.

Knox County Institute.

The Knox County Institute was an influential organization in those days, and it did much to advance the cause of public education by stimulating the teachers to greater proficiency in their work and by awakening the public mind to the importance of the common schools. The faculties of Knox and Lombard took a prominent part in its annual deliberations and the teachers of the city schools generally attended. The Board of

Education appreciated its work. In 1863 it gave the teachers two days to attend the sessions of the County Institute at Wataga; in 1865 it closed the schools and requested the teachers to attend the Institute at Oneida; and in 1872 the schools were closed and the teachers required to attend the sessions of the Institute held in the High School building. The teachers petitioned the Board to be excused from attending its meeting in Knoxville in 1868.

Educational Journals.

At one time the Board provided educational journals for the teachers. At the January meeting in 1867, on motion of Professor Churchill, it voted to subscribe for fifteen copies of the Illinois Teacher, two copies of the Massachusetts Teacher, one copy each of the New York Teacher, the New York Educational Monthly, and Barnard's Journal of Education—twenty copies in all.

Rules for Pupils.

There were many rules for governing the pupils adopted during this period, some of which were very strict; a few of these still remain among the present printed rules and regulations, obsolete, though never formally repealed. In 1862 the Board voted that the boys and the girls should not be permitted to have their recesses at the same time. This rule did not apply to the branch schools. A rule requiring all pupils to be vaccinated before entering school was adopted in December, 1865. When the High School building was opened this was the rule for tardiness: "Tardy pupils are not to loiter about the doors nor in the yard; but, immediately upon arriving, they shall enter the basement and there remain quietly until called to the Principal's room, where they must receive a pass before entering their rooms." Stringent as was this rule, it did not prove effective, for under it tardiness flourished to an alarming extent. As many as a thousand cases of tardiness occurred in a single month, which is as large a number as now occurs in a year, with more than twice the number of pupils enrolled.

5. COURSE OF STUDY.

In the Public Library is a single copy of the Superintendent's Report for the school year ending June, 1865, and in this little pamphlet of twenty-two pages is contained the only copy, so far as is known, of a course of study pursued in the schools during this period. From this Report it is learned that the work below the High School, in 1865, required only seven years, and it was arranged in three divisions: the primary division, comprising grades seventh and sixth; the intermediate division, grades fifth, fourth, and third; and the grammar division, grades second and first. It will be seen that the grades were then numbered in the reverse order from what they are to-day. Grade one, for example, was then the last year in the elementary schools, while to-day it is the first. In analyzing the course of study, the present method of numbering the grades will be used as it will make for clearness.

Reading.

In the first grade, or year, the pupils were taught reading from the blackboard and chart, Primer and First Reader; in the second grade, the Second Reader and part of the Third; in the third grade the Third Reader was completed, with punctuation, definitions and parts of speech; in the fourth, fifth and sixth grades the Fourth Reader was used, with punctuation and elementary sounds; in the seventh grade the Fifth Reader was used. Wilson's Readers were the text-books in use. Much emphasis was placed on good oral reading. The Board voted at different times the sum of five or ten dollars to be given as prizes for the best readers. In the fall of 1870 the teachers were requested by the Board to meet every second week on Thursday evening to practice reading.

Arithmetic.

Arithmetic was taught in all the grades. Pupils were taught in the first grade to count, to add with objects, and to use a table book; in the second grade they completed the table book and took up combina-

tion of numbers and the multiplication table; in the third grade, the first half of the primary arithmetic, and rudiments of arithmetic to long division; in the fourth grade primary arithmetic was completed, with rapid combination of numbers, and rudiments of arithmetic to decimal fractions; in the fifth grade rudiments of arithmetic was completed and intellectual arithmetic begun; in the sixth grade they were given practical arithmetic to longitude and time, with review, and intellectual arithmetic to percentage; in the seventh grade practical arithmetic was completed and reviewed, together with intellectual arithmetic. Robinson's Arithmetics were the series of text-books in use.

Geography. Geography was taught in all the grades except the first. The primary geography was completed in the second grade; in the third grade the first half of the introductory geography; in the fourth grade the introductory geography was completed, with mapping; in the sixth grade geography to Asia, with review, and map drawing; in the seventh grade geography was completed and reviewed, with map drawing from memory. The geographies used were Allen's Primary, Colton and Fitch's Introductory, and Mitchell's New Intermediate.

Grammar. Some language work was probably taught in connection with reading and spelling in the first three grades. Parts of speech were taught in the fourth grade; in the fifth grade parts of speech, compositions and declamations and analysis; in the sixth grade Clark's Grammar to syntax, with review; and in the seventh grade Clark's Grammar was completed and reviewed.

Spelling. Spelling was taught by letters and sounds in the first year; in the second grade written and oral spelling, the latter both by letters and sounds; in the third and fourth grades by letters and sounds, with Primary Speller, and with formation of sentences; and in the fifth and sixth grades both oral and written, with definitions from speller and reader. Spelling was not taught in the seventh

grade, or year. The text-books used were Wilson's Primary Speller, Saunders' Speller, and Parker and Watson's Speller.

All pupils above the second grade were required to be provided with dictionaries.

Miscellaneous Branches.

Goodrich's United States History was begun and completed in the seventh grade.

Writing was taught throughout the grammar and intermediate divisions, that is, in all the grades above the second.

In the first grade were frequent physical exercises, marching, singing, and recitations.

Geometry was taught in the last four years of the elementary school. Oral lessons were given from Hill's First Lessons in Geometry in grades four and five, and the book was used as a regular text in the hands of the pupils in grades six and seven.

Oral Instruction.

Oral instruction was given in the first five grades, or years, as follows: first grade, common things, form, color, animals, size, general qualities of matter, trades, professions, morals and manners; second grade, the five senses, sound, light, air, water, printing, writing and measurements; third grade, form, animals, foreign products, etc.; fourth grade, historical sketches, minerals, sound, light, forces of nature and oral lessons in geometry; fifth grade, properties of matter, laws of motion, physiology and hygiene, and Hill's First Lessons in Geometry.

Ten Grades Below High School.

This was the course of study in 1865. What changes were made in it during the nine remaining years of this period, there is no means of knowing, as the records of the Board are silent on the matter and no copies of any reports printed in those days are extant. However, from the attendance records for June, 1874, it would seem that there were ten grades below the High School. This was probably the case, as it is known that at that date there were as many as twelve grades in some cities below what was called the High School.

6. THE HIGH SCHOOL AND THE COLLEGES.

High School.

The High School was the department of the free school system which the colleges, from the first, did not look upon with favor, thinking no doubt that it might do some of their work and consequently might get some of their students. Such danger was minimized in this period by the fact that the Board of Education was under the influence of the colleges, and as a result perfect harmony prevailed among the three institutions. The tuition for the High School was made the same as that at Knox Academy; the High School carefully observed the customs of the colleges, for example, closing on the Day of Prayer for Colleges and Seminaries of Learning; and the following agreement was entered into by all, as reported to the Board, October 10, 1864: "We have consulted with the faculties of the colleges, and with their concurrence agree that no pupil under censure from either one of said schools shall be received into the other schools during the passing term in which they have been censured, and the teacher of any school which shall have a pupil under censure, shall inform the faculties of the other schools of said fact." There is a record that the President of one of the colleges was notified by the Board that by allowing a certain student to attend his college he was violating this agreement.

Effect of High School on College Attendance.

While there was much care exercised in fixing the rate of tuition, yet it never amounted in any one year to so much as seventy-five dollars—generally much less. Thus it is evident that the High School did not affect the attendance at the colleges from this source to any appreciable extent, nor did it detract very materially from the attendance of the resident students, for its highest enrollment in any month of this entire period was only eighty pupils; it was generally about sixty. It is true that the attendance at Knox Academy was reduced two hundred by the opening of the public schools. Less than

one-third of these could have entered the High School; the others must have gone into the grades.

Location of the High School.

The High School was opened October 14, 1861, in the old Academy building on the north side of the Public Square, west of Broad street, where it remained four years, when it was moved to the old Baptist Church, on the northwest corner of Broad and Tompkins streets. Here it held half-day sessions for a year and a half, when, in January, 1867, it was moved into the High School building, now the Churchill School. At first it occupied Room E in this building, but in January, 1868, it was transferred to what was then called the Chapel, which was the east half of the third floor of the High School building. This last change was caused by the crowded condition of the schools at that time. After the Fifth Ward School was opened, the High School was moved back to Room E.

Principals of High School.

The Superintendent acted as Principal until June, 1868, when Edward Hayes was elected Principal at a salary of $1,200 a year. Mr. Hayes served one year, when Mrs. Sarah M. McCall was appointed Principal at a salary of sixty dollars per month. Mrs. McCall was Principal for seven years.

High School. Not Popular.

The attendance of pupils decreased in the latter part of this period. The future of the High School was anything but encouraging at this time. No one was graduated from the High School in 1870; there was only one graduate in 1871, and none in 1872. The Teachers' Committee was directed, in July, 1872, to inquire if the services of the assistant could not be dispensed with, and in June, 1873, the Committee on Rules and Regulations was directed to report at the next meeting on the advisability of discontinuing the study of Latin and German in the High School. The question was under discussion at two meetings of the Board, and it was finally decided to drop the German but to continue the study of Latin. This oppo-

sition to the High School was not confined to Galesburg; it was general throughout the state at that time.

Graduating Exercises.

There were no graduating exercises in this period. Diplomas were not given until June, 1865. At this date diplomas were issued to six persons for the Class of 1863, five persons for the Class of 1864, and five persons for the Class of 1865. The number of persons who graduated from the High School in this period of twelve years was thirty.

Course of Study.

In the Report published in 1865, appears the following statement as a preface to the course of study: "Pupils are admitted to the High School upon passing examinations in the subjects of the grammar department. The present course of study can be completed in about two years. It is proposed to add another year to the course when our High School will compare favorably with similar institutions in other cities. The course is designed to embrace all that pertains to a fair English education, and to fit those who complete it for business or teaching." Mathematics in this course consisted of seven months of algebra, seven months of geometry, and three months of arithmetical exercises; Latin was given seventeen months; the sciences consisted of natural philosophy and astronomy, which were given seven months each, natural history, physiology, botany and physical geography three months each; three months of rhetoric constituted the course in English; and three months were given to the Constitution of the United States. The following note is added: "Compositions, declamations, reading, spelling, writing, drawing and bookkeeping, will form a part of the stated general exercises throughout the course."

Literary Society.

In 1867 the boys of the High School organized a literary society, which met once a week for the purpose of improvement in public speaking and debating.

A word should be spoken of the third year that was to be added. At a meeting of the Board in December, 1866, according to the following record, "It was voted that Messrs. Churchill, Roberts and Standish prepare a program of studies for a third year in the course and submit the same to this Board at their earliest convenience." There is no record that this committee ever made its report. A possible explanation of its failure to report may be due to the fact that within six months of its appointment the reactionary period set in. There is no record of the third year until 1878.

The Third Year.

7. THE QUESTION OF COLOR.

The school charter, which was granted by the Legislature in 1859, contains no provision for the education of colored children. This was a strange omission, considering that Galesburg was, at that time, noted for its abolition sentiment and was one of the stations on the Underground Railroad. In providing for taking the school census, the charter uses the term "white children" only; and in defining the qualifications for admission to the schools, the phrase, "all free white persons" is used.

The subject of a separate school for the benefit of the colored children of the city was introduced at a meeting of the Board of Education held July 22, 1863, and, after some discussion, it was voted that the Board would furnish a teacher and pay all the expenses of conducting such a school, if the colored people would furnish a suitable room for the purpose at their own expense. This would seem to indicate that the idea of a separate school for colored children originated with the colored people themselves, which would not be at all strange. A separate school for colored children was opened in September, 1863, with Miss Mary Allen West as teacher. In September of this year the Board voted, "That the colored children in the district are expected to attend the school pro-

First Colored School.

vided for them, and no other." There is no record indicating the location of this school. It was probably in the old Post Office building on South Broad street. There were sixty pupils enrolled the first month and ninety-five the fourth month, when the smaller children were dismissed at noon and all the time in the afternoon was devoted to the larger ones. The total number of colored pupils enrolled this year was reported to be 134. The total enrollment for 1910 was 110. The colored population of the city at that time was 357, of whom 185 were under twenty-one years of age. Miss West received for her services the munificent sum of six dollars a week. This is the Mary Allen West who lived to achieve a state, if not a national, reputation as an educator and temperance worker.

Colored Teachers for Colored Schools.

The colored school was moved in January, 1866, to the south room of the Monmouth Street School, and it was placed in charge of C. A. Williams, a colored man. It would seem that the Board this year tried the experiment of having the colored pupils taught by teachers of their own race. In addition to the school taught by Mr. Williams, there was at the same time a colored school on Mulberry street, taught by Mrs. Elizabeth Mitchem, a colored woman, and another in the "west part of the city," taught by Miss Calkins. There were as many as eight different colored teachers employed that year to teach those three schools, some teaching not longer than a week. The plan was evidently unsatisfactory, as it was abandoned when the High School building was opened in January, 1867.

Simmons Street and East Main Street Colored Schools.

On the opening of the High School, the Simmons Street School was made a colored school for the primary children, while those of the advanced grades were sent to the other regular schools. It was voted by the Board in January, 1868, "That in view of the present crowded condition of the rooms in the High School building and that the rooms in the colored

school are not full, that classes of a higher grade be organized in the colored school and that all be required to attend there until the building is filled." When the Fourth Ward School was opened in January, 1870, the Brick School, or East Main Street School, was made a colored school; and it continued as such to the close of the school year in June, 1875, when all attempts to have a separate school for the colored children were abandoned. The resolution which placed a colored school in the East Main Street schoolhouse directed the Superintendent to see that all the colored children should attend their own separate schools.

Civil Suit Threatened.

Richard Worthington et al, by their attorneys, Clark and Leach, appeared before the Board of Education on November 13, 1871, and made a demand in writing that their children be admitted into all the schools, and that separate schools for colored children be abolished. This called forth a discussion that lasted until midnight. The Board finally voted, "To lay the whole matter on the table until the first regular meeting of the Board next after the adjournment of the winter session of the State Legislature, or until some general law shall be enacted by the Legislature." Clark and Leach then filed a written notice that they would apply to the Circuit Court for a writ of mandamus. Nothing more about this suit appears on the records of the Board.

Huntington's Resolution.

The question of separate colored schools was again brought before the Board at the January meeting, 1872, by the request of a colored man who asked to have his boy transferred from the Simmons Street School to the Monmouth Street School, when it was voted, "That the interests of education in the city would be best subserved by not making any change in the present rules regarding colored pupils." The following resolution was offered by Director Huntington at the October meeting, 1872:

"*Resolved,* That Superintendent Roberts be instructed by the Board to arrange as far as practicable for the admission of any or all colored children under twelve years of age into the schoolroom nearest their residence, provided such school is of the proper grade and, if not, then to the nearest room in which they can be graded."

There was evident justice in this resolution, for some of the colored children were practically deprived of school privileges on account of the great distance they lived from either of the colored schools. The resolution was referred, on motion of Director F. A. Willoughby, to a special committee to be appointed by the chairman of the meeting. Directors Willoughby, Huntington and Churchill were appointed as this committee. At the November meeting, the majority of the committee not being ready to report, Mr. Willoughby submitted the following as the report of the minority:

"The undersigned, one of the Committee to whom was referred the following resolution [the Huntington resolution as given above], begs leave to report that, owing to the absence of Mr. Churchill, of the Committee, a consultation has taken place between two only of the Committee, viz: Mr. Huntington and the undersigned, who being unable to agree, the undersigned recommends that the resolution referred to the Committee be rejected and the accompanying resolution passed in lieu thereof.

Respectfully submitted,

FRED A. WILLOUGHBY,
of the Committee."

The Willoughby Resolution.

"*Resolved,* First, that so long as the colored citizens of this school district are compelled to pay taxes with the white citizens to support common schools, their children ought to receive equally with the white children the benefits of a common school education.

"*Resolved,* Second, that to limit the admission of colored children of tender years to the colored schools, in cases where said colored schools are so far remote from the residence of such colored children that they cannot attend them without endangering their health, is virtually depriving such children of the benefits of the common schools.

"*Resolved,* Third, that in carrying out the spirit and intent of the foregoing resolutions, if it becomes necessary to admit colored children to schools other than those set apart for them, no distinction ought to be made between the schools in the central portion of the city and the other public schools.

"*Resolved,* Fourth, that all orders and resolutions heretofore passed by the Board in reference to colored children be, and they hereby are, modified so as to conform to these resolutions, and the Superintendent of Public Schools is hereby directed to carry out these resolutions according to the true spirit and intent of the same."

After the reading of this minority report, a lively parliamentary struggle ensued. A motion was first made to lay the report on the table until the majority of the committee could make its report, but this was lost by a vote of three to three. After some further discussion a motion to refer the question of admission of colored children to the schools, to the Superintendent of Schools with power to act, was lost by a vote of three to three. The next motion was to postpone action until the next regular meeting, but it was defeated by a vote of three to three. Mr. Willoughby then secured a vote on each resolution separately. The first resolution was adopted by a unanimous vote; the second, by a vote of five to one; the third, by a vote of five to one; and the fourth, by a vote of four to two. The roll was called for on each of these seven questions, and it is remarkable that the alignment was different on every vote. The effect of adopting this report was to place the schools in the central part of the city, where were the greater number of the schools, upon the same basis as the ward schools, or the branch schools, as they were sometimes more properly called. This virtually settled the question of separate schools for the colored children, as it practically threw open all the schools of the city to the colored pupils. No matter what may be the preference or prejudice of anyone on this question, he must admit, if he be fair-minded, that it is practically impossible for a city of this size, with the colored

population not segregated, to have separate schools for colored children, without doing a great injustice to some of them—especially those of tender years. The credit of finally settling this question, which had been a constant source of trouble for a decade, belongs largely to Mr. Fred A. Willoughby. Mr. Willoughby was then a young attorney, who had recently come from Connecticut. He was cultured, with a philosophic mind and a poetic temperament. He afterwards achieved distinction in the practice of law. He was the leading attorney for the city in the celebrated Sheldon Water-works case, perhaps the most important suit to which the city was ever a party. It may be of interest, in connection with the school case, to know that Mr. Willoughby, in politics, was a democrat.

The Colored School-houses Burned.

The colored school was continued in the Simmons Street schoolhouse until February 27, 1874, when it was destroyed by fire. As the Board received only ten dollars for the wreckage, either the fire must have been very destructive, or the building was of little value. The school was not abandoned at this time, but it was transferred to the Monmouth Street schoolhouse. This building was burned, April 3, 1874, and it proved to be the final argument in the case, for the pupils were then distributed to the other schools. The colored school in the East Main Street schoolhouse was continued until June, 1875, when it was abandoned, the daily attendance having dropped to only twelve pupils. Thus closed the history of separate schools for colored children in Galesburg.

8. SPECIAL SCHOOLS.

German School.

Galesburg once had a German School as a part of its public school system. It came about in this way. At a meeting of the Board of Education in May, 1869, a petition was presented from the German citizens of the city, asking that a schoolroom be furnished by the Board, and supplied with a teacher by the petitioners. The

petition was granted, and a committee was appointed to confer with the petitioners in regard to the location of the room. The committee, according to its instructions, rented a room for one year, but its location cannot now be determined. A petition signed by S. Beches and other German citizens, asking that Professor Carl Eduard be appointed the teacher of this school on certain conditions, was received by the Board and referred to a special committee for a report. Director M. D. Cooke, as chairman of this committee, made the following report: "Professor Eduard is employed at a salary of $700 per year, $500 to be paid out of the public funds and $200 to be paid by the scholars attending the school, the Board to be responsible to Professor Eduard for his salary, and to charge such tuition as may be necessary to pay the $200—the tuition fee to be charged specially for instruction in German. No scholars will be allowed to attend the school except those wishing to learn the German language in connection with the English, unless the number of such be less than seventy-five. The school shall be under the general control of the Board of Education and under the immediate supervision of the Superintendent of Schools, subject to him in all respects the same as other schools." This report was accepted and adopted. The Committee on Buildings and Grounds was instructed to finish the west basement room of the Fourth Ward schoolhouse and furnish the same at the lowest possible figure, for the German School. The tuition, which was to be paid in advance, was fixed at $1.25 per quarter, or ten weeks. The German citizens seem to have had a great deal of trouble in getting their school affairs adjusted, and they were certainly unfortunate in the end as the sequence shows.

Ungraded School.

The German citizens again petitioned the Board in October, 1871. This time it was in regard to paying tuition at their school. The special committee, to which was referred this petition, reported at the next meet-

ing the following plan for an ungraded department to be taught by Professor Carl Eduard:

"First,—The members in this department shall not exceed sixty.

"Second,—Whenever it may be necessary to make room for scholars who shall be sent to this room for irregular attendance or bad conduct, the German children now in attendance and reading in the Primer or First Reader shall be sent to other schools.

"Third,—Pupils may be sent to this school by the Superintendent for continued irregularity of attendance, ungovernable behavior, idleness, or for such other reasons as he may deem sufficient.

"Fourth,—Professor Eduard shall teach a class in the High School in German whenever, in the judgment of the Board, it may be thought best."

This is certainly an instance in which it would be difficult for the petitioners to recognize the answer to their prayer. It was truly an example of arrested development, not of evolution. Two years later German was, on vote of the Board, discontinued. The school in the basement of the Fourth Ward under Mr. Eduard went on until May, 1874, when on petition of C. P. Stringham, J. M. Morse, H. W. Belden, and one hundred others, to provide a better room for the school taught by Professor Eduard, it was transferred to some other place not named, or abandoned altogether. It is surprising that a thousand citizens did not, years before, petition to have this uncomfortable and unhealthful room vacated.

Night School.

At a special meeting of the Board of Education in November, 1871, Director Churchill and Superintendent Roberts were appointed a committee to report at the December meeting a plan for a night school. The committee made the following report: The night school was to be under the direct supervision of the Superintendent of Public Schools; Rooms F and G and a recitation room were to be furnished with suitable lights; the school

SECOND WARD

The Representatives of the Second Ward on the Board of Education since its First Organization in June, 1861.

was to be held Monday, Tuesday and Thursday evenings of each week, from seven o'clock until nine o'clock; the assistants, whose compensation was not to exceed fifty cents each, per evening, were to be employed at the discretion of the Superintendent; and no pupil under fourteen years of age was to be admitted except by permission of the Teachers' Committee. The school opened January 9, 1872, and continued without interruption until April 26th, sixteen weeks in all. The whole number of pupils enrolled was 117, the largest attendance at one time being 98, and the average attendance for the whole time, 71. Of the whole number enrolled, 75 were males and 42 females. The whole number of teachers employed was twelve, only six of whom were in service at one time. On account of the unlike attainments of the pupils, little of the teaching was done in classes, and this made it necessary to have one teacher for every ten or twelve pupils. The studies pursued were chiefly arithmetic, reading, spelling and writing. A few pupils studied geometry, and there was a class in mechanical drawing, and one in bookkeeping. Forty-five of the young men in attendance were in the employ of the railroad company, most of them in the shops; some of them, however, worked on the section. Eighteen came from other shops of the city, while of the remaining number the majority were clerks in the stores. The attendance of the young women was entirely unexpected, and they were more regular in attendance than were the young men. Several did not miss an evening while the school continued. Most of these young women were working out at service in the families of the city. The Superintendent reported that the young men and women, with scarcely an exception, were orderly, attentive to business, courteous, and very much in earnest; and that the government of the school never occasioned a moment's anxiety. The running expenses of the school for teachers and lights were exactly two hundred dollars, or fifty dollars per month. The experiment proved

far more successful than it was thought at all probable, and a night school was conducted during four of the winter and spring months for the remaining two years of this period. Owing to the meager records of these years little can be learned of its history; but the little that can be found, would indicate that its first year was its best.

9. SPECIAL BRANCHES.

Penmanship.

Of the different branches taught in the schools, that of penmanship was most frequently before the Board for consideration. Judging from the number of changes made in the methods of teaching it, the penmanship of the pupils was never satisfactory for any length of time. Penmanship was taught the first year by the regular teachers. A special teacher, Mrs. Gross, was employed the second year, but before the school year closed her services were dispensed with, at a special meeting of the Board called to consider the subject of penmanship. At the beginning of the third year the Spencerian System of Penmanship was adopted on the recommendation of Director J. V. N. Standish, who had carefully examined the different systems offered for consideration. The regular teachers taught the subject this year. At the beginning of the fourth year, 1865, Henry E. Hayes was employed for ten weeks to teach penmanship in the schools. A year and a half later, Mr. Edward Hayes was employed, on motion of Professor Standish, but at the end of three months his services were discontinued. The subject was allowed to rest for three years, with the regular teachers giving the instruction. A special committee was appointed in 1870 to investigate the subject and report on the advisability of securing a special teacher of penmanship. On the recommendation of this committee Mr. F. R. Poole was engaged. At the end of a year and four months the Board, by a vote of four to two, decided not to continue the services of Mr. Poole. In May of this same year, 1871, a Mr. Babbitt presented a proposition to intro-

duce his writing books and system of penmanship into the schools, which was accepted. The teachers were directed to dismiss their schools for a half day to attend a drill exercise to be conducted by Mr. Babbitt. This system was eminently unsatisfactory, for, before the school-year closed, a special committee on system of penmanship was appointed to investigate the Babbittonian System of writing. The committee reported that having made, as they considered, a contract with Mr. Babbitt, the Board was bound to fulfill its part of the contract and give his system a fair trial. The Babbittonian System was, however, displaced in January, 1872, and Payson, Dunton and Scribner's writing books were adopted. This system of penmanship continued two and a half years of this period, with no special teacher of the subject employed. Thus, in twelve years, three different systems of penmanship were tried, and four different special teachers employed. It was not unusual for the Board to adopt two plans for teaching the subject in one year. However, there was at one time a period of three years in which no change was made. Penmanship seems to be subjected to more frequent and radical changes in its methods of presentation than any other subject taught in the schools.

Music.

It required the Board of Education a long time to come to the conclusion that music had a place in the public schools. No other subject was compelled to stand and knock so long before the door was opened. It gained an entrance only by having a champion of unusual strength and energy. To Mrs. M. D. Cooke, who is still living in the city and has never lost her interest in the welfare of our public schools, belongs the honor of persuading the Board to admit music as a branch of study in the common schools. In October, 1862, Mrs. Cooke was allowed, on motion of Dr. Candee, to occupy one room in the Colton building, and that for only a half hour each day, "provided she would in no way interfere with the regular school duties."

The next year she was given, by vote of the Board, a room in which to teach a class in singing. This was a distinct gain on the part of Mrs. Cooke and her cause. It might seem that the Board took a backward step in 1865, when it refused to allow Mrs. Cooke the use of one of the schoolrooms for the purpose of teaching singing; but it should be remembered that this was the time when all the schools in the central part of the city were having only half-day sessions. They had left the old Academy and the Colton building, and were waiting for the High School building to be completed. There was no room or time then for the encouragement of "fads."

Mrs. Cooke Employed by the Board.

In the fall of 1867, when the schools had become comfortably settled in their new building, Mrs. Cooke was regularly employed by the Board as a teacher of music in the schools. This was a great victory, and it would have been complete had not her compensation been made to depend upon a tuition fee to be collected by herself from each pupil. This plan was continued for three years, when, in 1870, vocal music was made a regular study in the schools, and Mrs. M. D. Cooke was appointed as the teacher at a salary of fifty dollars per month. This was her reward for eight years of missionary work. The next year, 1871, however, the Board decided, by a vote of three to two, to discontinue the special teacher of music. Mrs. Cooke appears not to have been completely discouraged, for in January, 1872, she again began the teaching of music classes in the High School chapel. In July, 1872, the tide turned once more in her favor and she was employed as the special teacher of music. It was for only one year, however, as in August, 1873, it was again voted to dispense with the services of a special teacher of music. At this time the Board was without a settled policy on many other questions as well as on the subject of music.

The most surprising find in the records of this period is an account of the introduction of supplementary reading matter in March, 1871. It reads as if it might have been written twenty-five years later, for that was about the time when supplementary readers came into use. It is surprising that such a rational method of teaching reading could have ever been faithfully and intelligently tried, and then dropped and forgotten. Such is the case, however, in this instance, for twenty-five years ago supplementary reading books were unknown in the schools, and their introduction later was considered something new. The resolution was introduced by Professor Churchill, and it is another instance of his comprehensive vision on educational questions. The resolution, which deserves a place in this history, is as follows:

Supplementary Reading.

"Good reading is one of the highest accomplishments of a scholar, yet the art is one so difficult that good readers are the exceptions and not the rule. This fact should urge all interested to devise and resort to all possible aids to secure so desirable an end. Every one knows that reading old and oft repeated stories fails to interest the reader, and hence, from want of interest, no progress will be made, while if the matter were new and interesting, an enthusiasm could be waked up in the reader which would aid much in giving the art of reading well. In most of our schools the books are read and reread until it is an irksome task for the scholar to repeat the reading—and the buying of new books is so objected to on the part of parents that the teachers and directors feel obliged to forego the gain in reading for the sake of saving the small price of the book. To avoid this, many schools are now buying sets of readers which, owned by the school boards, are circulated to the different rooms to supply the various grades with new and interesting matters outside of their regular reading books, and this is done in grades reading the Second and Third Readers. Now, Resolved by the Board, that the Superintendent be instructed to procure one hundred each of any Second and Third Readers not now used in our schools, to be used as above suggested, and that he also be instructed to subscribe for twenty-five copies of a magazine called 'The Nursery,' for the use of the primary grades, and that the money received from tuition be appropriated for the purchase of said books."

Churchill Resolution on Supplementary Reading.

Gymnastics.

In February, 1872, a request was made by Mme. Seymour for the use of the High School chapel in which to give lessons in gymnastics. This request the Board refused to grant, by a vote of three to two. In September of the same year, however, it voted on motion of Director F. A. Willoughby, to erect gymnastic apparatus at the High School and at the Fourth Ward School, at an expense not to exceed forty dollars. There is no evidence that any of this apparatus was ever installed.

Drawing, Bookkeeping, Etc.

It appears by the records that drawing was introduced into the schools in 1869; for at the August meeting of that year the Board adopted the Bartholomew Series of Drawing Books. Bookkeeping was also taught in the High School for a few months at different times. It would seem, from the following entry in the records of February, 1872, that mechanical drawing was taught for a while in the High School. "The Superintendent was authorized to procure books and instruments necessary in teaching mechanical drawing, at a cost not exceeding twenty dollars.

10. PRINCIPALS.

Men for Principals.

There was a strong sentiment from the very first that the head of the Grammar School should be a man, as was the Principal of the High School. When the schools were organized, the grammar department was placed in the Colton building and A. E. Blunt was made Principal. When Mr. Blunt resigned, in January, 1863, the Board, not being able to get a man for the vacancy thus caused, after much hesitation made Mrs. R. K. Colby head of the department for the remainder of the school year. Mr. Edward H. Curtis was elected Principal for the next year, with Mrs. Colby as his assistant. This action of the Board caused the resignation of Mrs. Colby and, apparently, that of two or three other teachers. Mr. Curtis held the position but one year, and, from that date, the place has been

held by a woman. When Edward Hayes resigned as Principal of the High School, in 1869, that position was also filled by a woman and continued to be so filled for twenty-six years. When the Fourth Ward School was opened in January, 1870, Miss Wheelock was made the Principal, but three years later, when the Fifth Ward School was opened, Mr. Patrick Talent was placed at its head. At the close of this period there were three men connected with the schools: J. B. Roberts, Superintendent of Schools, Patrick Talent, Principal of the Fifth Ward School, and LeRoy S. Bates, a teacher in one of the grades in the High School building.

11. LIBRARY.

The Free School Law of 1855 gave districts the right to buy libraries; and in accordance with this provision some, at least, of the eight independent districts into which the present school district was then divided, purchased libraries. These libraries became the property of the union school district when it was formed by the consolidation of these eight districts. When the school system was organized under the charter, it came into possession of this library, which was said to consist of 600 volumes. The Board of Education employed S. A. Gross to keep the library and he was paid twenty-five dollars a year for his services as librarian. At the March meeting in 1863, the Board received a communication from the Young Men's Library Association asking that it might have the position of librarian to the Board and that the books might be removed to its hall. This request was granted and the Young Men's Library Association was the custodian of the school library for four years, for which it received twenty-five dollars a year. When the books were delivered to Professor A. Hurd, the librarian of this Association, he found they invoiced 293 instead of 600. The library was taken over by the Board of Education in 1867, when the High School building was opened. Here it

remained until it was moved with the High School to its new building in 1888, where it was totally destroyed by the fire of 1904.

12. LIMITATIONS.

School Age Changed to Six Years.

The charter provided that children over the age of five years and under the age of twenty-one should be admitted to school. This was the same as the provision in the Free School Law of the state, adopted in 1855. The Board of Education voted in May, 1864, on motion of Professor Churchill, that six years should be the age of admission to the schools. This action was considered necessary, at the time, on account of the crowded condition of the primary grades; now it is recognized as wisdom.

Tax Limit.

The tax limit originally fixed by the charter was one-half of one per cent. This, from the first, proved to be inadequate, and in December, 1864, it was voted, on motion of Professor Standish, then a member of the Board, to ask the Legislature so to amend the charter as to give the Board of Education the power to levy a tax of one per cent for school purposes. The amendment was passed and approved, February 14, 1865. This limit was increased again in 1899, by an act of the Legislature, enabling all Boards of Education acting under special charters to make the same levy for school purposes as is provided by the general law, viz: two and one-half per cent for educational purposes and two and one-half for building purposes.

Salary Paid Clerk and Treasurer.

It was the custom of the Board of Education in this period to pay the city clerk a salary of $50 to $100 per year for his services as clerk of the Board, and the city treasurer a salary of $25 to $50 per year as treasurer of the Board. The year the High School building was completed the clerk received $200 and the treasurer, $100.

The Board tried the experiment of having only one session a day in the latter part of the spring term of 1874. Schools commenced at eight o'clock in the morning and closed at noon, for the day. This was certainly a poor argument for a ten months' school, which was strongly advocated by some at that time.

One Session a Day.

One of the duties of the Superintendent of Schools is to prepare annually a report of the schools and to submit it to the Board of Education at its June meeting. Of the twelve reports of this period only three were printed in pamphlet form for distribution; the first was in 1862, the second in 1863, and the third in 1865. No report of the schools was ordered published by the Board in the last eight years. As far as it is known, no copies of the reports of 1862 and 1863 are now in existence, and only one copy of the report of 1865 has been preserved. It is in the Public Library. This single copy, printed in 1865, is the only official statement of the schools, in print, for all this period. This, together with the fact that there is no file of any of the Galesburg newspapers of this period except for the last four years—and there are very few references to the schools in those years—leaves the minutes kept by the clerk of the Board as the sole source of information concerning this important period in the history of the schools.

Superintendent's Report.

The number of teachers required in the first year of this period was eighteen, and the largest enrollment of pupils in any one month was 1,073, or an average enrollment of 59.6 to the teacher. The number of teachers required in the last year was twenty-eight, and the largest monthly enrollment in that year was 1,752, or an average of 62.5 to the teacher. The number of different teachers employed during these twelve years was one hundred and nineteen, of whom thirty-six taught less than one year, the average length of service being about two years. No teacher taught the entire period of twelve years.

Number of Teachers.

Changes in the Members of the Board of Education.

The number of different men who served as members of the Board of Education during the twelve years of this period was twenty-four, which made an average of two new members each year. For the last twenty-five years there has been, on an average, one new member each year. Most of those who served one term in those days did not apparently wish another, or, at least, they were not candidates for re-election. There were seven members re-elected once, in those twelve years. One member, George Churchill, was re-elected three times. He was a constant as well as a potential factor, serving all those years save the first and the last. The Board of Education was defeated at the polls on only two occasions when its outgoing members were candidates for re-election. The first defeat was in 1867, after it had built the High School at a cost of over $59,000 and when it was proposing to build two other schoolhouses. The second defeat was in 1873, after it had spent $16,000 on the Fifth Ward School, while only $13,000 was voted for that purpose, and when it was preparing to build the Third Ward School.

13. RESIGNATION OF SUPERINTENDENT ROBERTS.

When the schools opened in September, 1873, Superintendent Roberts was evidently undecided about continuing his connection with the schools. The last representative of the original policy dominating the Board of Education was removed by the defeat of Professor Churchill at the previous June election. This severing of the old ties, thus making everything here uncertain, and some tempting offers coming to him from other cities, gave Mr. Roberts a feeling of doubt and unrest. At the November meeting, Mr. Roberts tendered his resignation as Superintendent of Schools, which the Board promptly and unanimously refused to accept. By this action it was plainly indicated that no change of policy was intended here; but in July of the following year, when

he was tendered the Principalship of the Indianapolis High School, he handed in his resignation, which was accepted.

Letter of Resignation.

"Gentlemen of the Board of Education:—It is now twelve years since I first entered upon the duties of Superintendent of the Galesburg Public Schools, uniting with that office that of Acting Principal of the High School. During the first year there were upon the rolls fourteen teachers and 1,264 pupils. During the past year there have been thirty teachers and 2,268 pupils. Not one of the original teachers, however, and, so far as I know, not one of the pupils of that first year remaining upon the rolls. Scarcely less sweeping has been the change in school buildings. The old brick schoolhouse on East Main street is the only building remaining upon its original site. Besides this, two other schoolhouses remain in existence and are still in use, viz: the one on Maple avenue, which was removed from West Main street, and the North Depot, or Seventh Ward Schoolhouse, which formerly stood upon the present site of the First Baptist Church. The High School and higher grades were 'accommodated' in the old Academy which has since given place to the Union Hotel, and in the store-rooms now occupied by Dieterich and Hoover.

The thought of all these changes and this growth, together with a thousand other reminiscences in which far more of pleasure than of pain is mingled, crowd upon me and cause me to linger before pronouncing the final word which must at last be spoken. Gentlemen, accept my profound thanks for all the courtesies, kindness and hearty co-operation which I have received at your hands in my laborious work. Of you as a Board and as men and also of your predecessors in office I shall carry with me none but the most grateful recollections.

To the Citizens of Galesburg, who have borne generously with my failures and defects which no one has understood and felt so keenly as myself, I hereby express my hearty gratitude. With me, leaving Galesburg is leaving home with all its hallowed associations.

In regard to my teachers and pupils I can only say that to bid them this abrupt and unexpected good-bye is one of the hardest experiences of my life. One can form no conception of the strength of these ties until an effort is made to sunder them.

With this, perhaps unnecessarily long preface, gentlemen, I hereby resign my office as Superintendent of the Public Schools of Galesburg. J. B. Roberts."

Galesburg, July 20, 1874.

Director M. D. Cooke offered the following resolution, which was unanimously adopted:

"*Resolved,* That in accepting the resignation of Professor J. B. Roberts, we tender him our sincere thanks for the noble work he has accomplished in our Public Schools in bringing them up to their present high standard of excellence, and that we deeply regret our inability to make it an object for him to remain with us longer, for our own sakes as also for the sake of the general educational interests of the State, with which he has been identified as an able and efficient worker; that in leaving us for his new field of labor, he will carry with him the highest esteem and confidence of this Board and this community."

There was perhaps as little of the formal and perfunctory in the above communication and resolution as can be found in any other document of like character, for there is not a single line in all the records to indicate that Mr. Roberts, at any time, did not have the full sympathy, the hearty support and the entire confidence of the Board of Education.

14. SUMMARY.

One to-day in reading these records may sometimes smile at the awkward manner in which things were occasionally done and at the tendency in some instances to magnify the unimportant, but he should remember that the present generation has the advantage of nearly half a century of school administration. It was a period full of educational activity and progress. It was noted, also, for the number of experiments tried. A short account of these has already been given, but a grouping of them here will not be without its value. There was the colored school, the German school, the ungraded school for truants and incorrigibles, the night school, the teaching of elementary geometry in the last three years of the graded schools, and the ordering of gymnastic apparatus for the play grounds of the two new schools. These experiments were all finally dropped; none of them has been reinstated, and most of them have been completely forgotten. Then there was sup-

plementary reading, bookkeeping and mechanical drawing in the High School, free-hand drawing in the grades, and music, which may properly be included in this list. These, also, were tried and dropped but in later years introduced into the schools as important features of modern education. Those who are advocating a special school for the truant and the incorrigible of these degenerate days will be surprised to find that in those good old times of forty years ago and more there were truants and incorrigibles, and a separate school provided for them by the Board of Education. The teaching of the elements of geometry in the grades, partially anticipated the popular plea of President Eliot and others, made thirty years later, for enriching the curriculum by bringing the elements of some of the High School studies into the grades. The resolution of the Board of Education ordering the playgrounds of the High School and the Fourth Ward to be provided with gymnastic apparatus, preceded by a third of a century the movement that is now sweeping over the country to establish public playgrounds and to equip them with physical apparatus. In those days there were surely plenty of fads—"fad" being a generic term for anything new. All honor to those times for what was so courageously attempted as well as for what was so nobly done.

TAX LEVIES.

1861	$4,193.71		
1862	$ 4,600.00	1868	$15,609.00
1863	4,773.86	1869	16,425.37
1864	5,000.00	1870	22,000.00
1865	8,607.24	1871	17,237.00
1866	11,793.45	1872	26,000.00
1867	14,000.00	1873	25,000.00
1874	$35,000.00		

BONDS ISSUED.

$40,000. Authorized Nov. 21, 1864, by a vote of 947 for, to 16 against.

$10,000. Authorized Oct. 13, 1866, by a vote of 22 for, to none against.

$13,000. Authorized July 29, 1872, by a vote of 192 for, to 151 against.

MATTHEW ANDREWS
Superintendent of Schools
1874-1885

CHAPTER III

PERIOD OF RETRENCHMENT: 1874-1885.

1. School Buildings in Third, Sixth and Seventh Wards. 2. Losses by Fire. 3. The Board and Its Activities. 4. Teachers' Meetings and Voluntary Training. 5. Courses of Study. 6. Special Schools. 7. Special Features of Organization. 8. Improvements and Alterations. 9. The High School. 10. Resignation of Superintendent Andrews. 11. Summary.

Character of the Period.

After a period of active organization involving an unusual expenditure of money, such as has been described in the last chapter, would naturally come one of more or less reaction and retrenchment. This is a law of institutional growth and it is well illustrated in at least the first half of this period. There were two other causes that contributed to the general movement, either of which alone would have been sufficient to bring about a reaction. When Professor George Churchill retired from the Board of Education in June, 1873, and Mr. J. B. Roberts from the Superintendency a year later, the management of the schools passed completely into the control, as it were, of another generation. There was then no one left in the management of the schools who thoroughly understood their organization and who could, consequently, be in special sympathy with it. This was the first of the contributory causes. The second was the financial panic that swept over the country at that time, paralyzing business and institutions of all kinds. The people of those days did not seem to be conscious that their actions were being guided and controlled by such deep-rooted and inexorable forces, but they were inclined rather to attribute the trend of affairs to the natural perversity of the individuals who were in control. The conditions made retrenchment imper-

ative and it is not strange that under the circumstances cheapness became the chief consideration in the management of the schools. The course of study was pruned, all special subjects were lopped off, special teachers dropped, and all salaries greatly reduced; every schoolhouse built cost less than the preceding one; the same was true of the furniture purchased, and the amount expended on repairs was practically nothing. The policy of economy continued until the tax levy was reduced almost one-half. All this could not be done without much friction, which was manifested in the meetings of the Board and at the school elections. In those years the people took a lively interest in the school elections, at one or two of which more votes were polled than at the municipal elections. About the beginning of the second half of this period affairs began to improve and by the time it closed the schools were in good condition, having made substantial improvement along some important lines which will be noted later.

A New Superintendent Employed.

The Board was not long in securing a successor to Mr. J. B. Roberts. He resigned July 20, 1874, and at that meeting a committee, consisting of the Mayor, Mr. Johnson, and School Directors Leach and Cooke, was appointed to find a superintendent. Two days later this committee made the following report at a special meeting of the Board, "That M. Andrews, of Macomb, be invited to take the place of Superintendent of Schools vacated by Mr. J. B. Roberts." On motion of Mr. Leach the report was adopted. The records do not state the time nor the salary for which Mr. Andrews was employed. Other sources show that his salary was $1,800, the same as Mr. Roberts was receiving when he resigned, and the time for which he was appointed was during the pleasure of the Board. Mr. Andrews' appointment was universally regarded as an excellent one, he being a man in the prime of life with years of successful experience in super-

vising schools. At the time of his appointment he was superintendent of schools at Macomb.

1. SCHOOL BUILDINGS IN THIRD, SIXTH AND SEVENTH WARDS.

School Buildings.

At the beginning of this period there were three sections of the city, the Third, the Sixth, and the Seventh wards, that had not been supplied with new schoolhouses as the other parts of the city had been. The claims of these wards could not longer be ignored. Their schoolhouses were not only wretched buildings, but they were notoriously inadequate. The energy displayed by the Board in providing new buildings for these parts of the city was commendable, but a serious mistake was made in not employing an architect to design them or to prepare their plans and specifications. This work was done by the regular Building Committee, assisted in some cases by J. P. Chapman, who had been the superintendent of the construction of the woodwork in the High School building. All were four-room brick buildings similar in exterior architecture to the Fifth Ward School, but each was different in interior arrangement. While they were palaces compared with the ones whose places they took, they were as cheaply constructed as knowledge of the building art at that time would permit. Each cost from $1,100 to $4,500 less than the one after which they were patterned. All these buildings were located in what were then the outskirts of the city.

Third Ward Building.

The Third Ward School building was the first one to be built. The land for this school, consisting of three lots on the southeast corner of Cherry and Selden streets, had been purchased in February, 1874, for $1,200. In December of this year the Building Committee prepared plans and specifications for this building and submitted them at the meeting in January, 1875. The contract was let in February to Ira R. Stevens for $11,900, the building to be completed in time for the opening of schools

the following September. John McFarland was employed to superintend its construction. The contract for heating and ventilating was let for $850 to the Ruttan Heating and Ventilating Co., which installed its system of tubular furnaces. The Sterling School Furniture Co. was given the furniture contract for $875 which was about $400 cheaper than the Board had ever paid for a like amount of furniture. It is thus seen that the Third Ward School cost, including grounds, building, heating and furniture, $14,-825. School was opened in it September 6, 1875, with Miss Emma J. Becker as Principal.

Origin of Second Contention.

Probably the next schoolhouse would have been built in the Sixth Ward had not one of the two one-room buildings in the Seventh Ward been destroyed by fire on the night of April 4, 1876. At the regular meeting of the Board in May, 1876, when the purchase of a lot in the Sixth Ward from R. W. Hunt was being considered, a petition from the citizens of the Seventh Ward was presented, asking in emphatic terms for a new schoolhouse, to be built immediately to take the place of the one recently destroyed by fire. It was evident that justice was strongly on the side of the Seventh Ward people, but there was strong pressure on the Board to build at once in the Sixth Ward.

The purchase of the lot ten by sixteen rods, on Losey street between Clark street and Maple avenue for $600 was completed, but a motion, "That the interests of the city in general and of the Sixth Ward in particular demand the erection of a school building in the Sixth Ward at the earliest possible time," was laid on the table. This was the cause of the second great dissension in the Board and among the people, the first being in 1866, when the High School building was completed. This conflict of interests, which was thus started, continued for years and forms the most prominent feature of this period. It was not confined simply to the building of new schoolhouses, but manifested itself in many

ways in the management of the schools. It was called in the public press "the era of tickle me and I'll tickle you." The issue, which was first joined in May, 1876, was carried to the polls the following month, when such of the retiring members of the Board as stood for re-election were defeated by a vote of two to one.

Seventh Ward Building.

There was much trouble experienced in determining the site for the new schoolhouse in the Seventh Ward. It was generally agreed that the old lot on First street between Seminary and Chambers streets was not a desirable location, but when it came to selecting another one in its place there was anything but harmony. The lot on the northeast corner of Seminary and Third streets which the Board ordered to be bought in May, 1876, and on which, by resolution, it decided to build a new schoolhouse during that season, was reconsidered and all actions in regard to it were annulled by the new Board as soon as it was organized. After parleying with different parties for other locations the Board bought, June 19th, for $800 the Collopy lot, which was the same one ordered purchased by the old Board—which order the new Board had recently rescinded. The only thing accomplished by the filibustering was the saving of $200 in the price paid for the lot. By the time the site was secured the Building Committee had the plans and specifications for the building completed and bids for the same in its hands. The purchase of the lot and the letting of the contract for the building were done at the same meeting, June 19, 1876. Haines and Anderson were awarded the contract for $9,740 which was more than $2,000 less than the contract for the Third Ward building of which it was said at the time to be a duplicate. The building was heated with stoves which cost $260.35. This was a saving of nearly $600 in the matter of heating as compared with the Third Ward. The Sterling School Furniture Co. got the contract for seating at $643.51, which was another saving of nearly $250. The Seventh Ward

School when completed cost, including grounds, building, heating and furniture, $11,443.86. The Third Ward School similar in design and accommodating the same number of pupils, built the year before, cost $14,825. School was opened in the new Seventh Ward building in November, 1876, with four teachers and 265 pupils, eighty-four children being in the primary room.

Sixth Ward Building.

The Sixth Ward schoolhouse was built in 1877, the stormiest of all the years in this period. In February of that year a petition, signed by eighty-nine citizens of the Sixth Ward, was presented to the Board, remonstrating against locating the new school building on the site purchased the previous year. A committee of the Board was appointed to examine the location. A majority report, approving the purchase of the lot, was made to the Board by the committee at the April meeting. The Building Committee was at once directed to make plans and specifications for a new building similar to the Third and Seventh Ward schools and not to cost over $9,000. A member of the Board presented a written protest against this action. The citizens of the ward then made application for an injunction to restrain the Board from building the schoolhouse on the proposed lot. They appeared, by their attorneys, before Judge Pleasants at Aledo as well as before Judge Smith at Galesburg. The injunction was not granted, the only legal objection being the fact that the lot was purchased from a member of the Board, which objection was obviated by the owner of the lot making a deed to a third party and he deeding it to the Board. In the meantime the Board went on with its preparation to build. When the time came for opening the bids for the new building, a written protest signed by two members of the Board was presented but it was all of no avail. The contract was let, May 24th, to A. B. Clark for $8,445. Wm. Houlding was appointed to superintend the construction of the building at one dollar a day. The building was fitted with

stoves at a cost of $260. The furniture contract was let to the Sterling School Furniture Co. for $850. The Sixth Ward School cost, including lot, building, heating and furniture, $10,155, which was about $500 less than the cost of the Seventh Ward building. School was opened in the building in October, 1877, with three teachers and 126 pupils.

Every Section had its New Schoolhouse.

Perhaps the chief object sought in organizing the schools under the special charter in 1861 was to provide the best means for securing a good school building for each section of the city and, when the Sixth Ward schoolhouse was completed in 1877, that result had been attained—six buildings containing thirty-one rooms. It required sixteen years and the expenditure of $128,035 to accomplish it. When the last building was finished the district was free from debt. It was an event well worthy of a celebration but the people were not in a humor at that time to make merry. On the other hand, they turned out at the next election and cast about 1,500 ballots, which was a larger vote than was polled at the municipal election that year, electing three new members to the Board, none of the outgoing directors standing for re-election. This ended the first building period.

2. LOSSES BY FIRE.

Buildings Burned.

On the night of April 4, 1876, the old Seventh Ward schoolhouse was burned. This was in the time of the spring vacation and on the night after the election of George W. Brown as mayor. It was a one-room building and was insured for $500, which amount was paid in full. After the fire the sixty pupils who had attended this school were taken into the other one-room building that stood on the same lot. By holding two sessions a day these two schools were thus accommodated until the new building was finished.

Fourth Ward School-house Burned.

The Fourth Ward School building was burned on May 1, 1882, the second story being totally destroyed and the first practically ruined. This is the only serious school fire that has occurred while the pupils were in the building. The fire caught in the roof by sparks falling from the chimney. It was discovered by the Principal, Miss Sara Pettee, about 9:30 o'clock in the morning. The signals for dismissal were sounded and the children marched out of the burning building as quietly and orderly as though no danger threatened. The teachers deserved and received much praise for the presence of mind evinced by them when confronted by sudden danger. In three minutes every child was out of the building. Miss Mary Allen West, then County Superintendent of Schools, commented on this fire in the educational column she was editing in the Republican-Register, in part as follows:

> "Those of us who remember the panic which occurred in the High School, when it took fire the year after its completion, fully appreciate this result of discipline. If we mistake not, the beautiful exhibition of orderly movement shown at the late fire reaches back to the panic of the first. Superintendent Roberts instituted fire drills which we believe have been continued ever since. Occasionally, and always at unexpected times, signals of dismission are given, and the children form in order and march out of the building. So perfect in this drill did the pupils become, that we remember once emptying the entire High School building in two minutes."

The building, which had cost about $15,000, was insured for $5,000, of which amount the insurance companies paid $4,968.60. The contract for rebuilding the school was let to S. B. Hoisington for $5,525. Repairs on the heating plant amounted to $840.50, and the cost of refinishing the desks and replacing those that were destroyed, was $358.25. Thus the total damage caused by the fire was $6,723.75. The lesson the Board learned from the burning of this building was not to use shingles for roofing school buildings. Incipient fires caused by sparks falling

from the chimneys on the roofs had been frequent. A metal roof was placed on the new building and gradually the shingle roofs gave place to metal, slate or tile.

Heating System Changed.

Three of the new buildings were at first heated with furnaces and three with stoves. The furnaces were the Smead-Ruttan make, the chief merit of which was a system of ventilation that was connected with them. The furnaces were not satisfactory, for they failed to warm all the rooms sufficiently in the coldest weather, and they were gradually replaced by steam. Dr. George W. Foote while a member of the Board was a strong advocate of steam for heating all the school buildings, and his policy finally prevailed. By the close of this period a steam heating plant had been installed in each of the six new buildings. In the summer of 1874 a contract for heating the High School with steam was given to the Anderson Steam Heating Co. for $3,000. In February of 1881 the boilers of this plant were replaced with the Haxtun boilers at a cost of $681.50. A steam plant was placed in the Fifth Ward building by Peterson and Jamison in March, 1879, for $807.80. G. D. Colton & Co. installed a steam heating plant in the Fourth Ward building in March, 1880, for $1,025. In the summer of 1881 the Haxtun Steam Heating Co., of Kewanee, placed their system of steam heating in the Sixth Ward building at a cost of $1,125. This same company in the summer of 1884 installed their system in the Seventh Ward building for $1,034, and in the following summer in the Third Ward building for $1,050. This change in the method of heating the school buildings cost $8,722. In changing from the Smead-Ruttan system of furnaces to that of steam, the Board practically abandoned all attempts to secure ventilation.

Addition to Fourth Ward.

An addition of two rooms was made to the Fourth Ward building in the summer of 1879. Mr. F. M. Ellis, an architect of Marshalltown, Iowa, was employed to make the plans and specifications for this im-

provement and to superintend the construction of the same, for which services he was to receive not more than one hundred dollars. The contract for building the addition was let to J. M. Wilbur for $3,274. George L. Arnold superintended the work and received one dollar a day for his services. The addition was completed in time for the opening of schools in September, 1889.

This completed the work of the Board in purchasing school sites, building schoolhouses and making permanent improvements for this period of eleven years; the amount of money thus expended was about $50,000. While the work done was of a cheap order, no bonds were outstanding and the district was free from debt.

3. THE BOARD AND ITS ACTIVITIES.

The Function of Committees.

For years after the Board of Education was first organized, it was disposed to act upon all matters that came before it as a body and not to make use of a committee for anything. This method of transacting business where the volume is small is the best, but for the Board of Education, with the amount of business that comes before it, to attempt to act upon every detail as a body was out of the question. Committees must be used to collect, sift and classify the facts pertaining to the questions that come before the Board, and to make definite recommendations in regard to the action to be taken. When an organization once learns the use and convenience of the committee, it is likely to act too much through its committees. That was just what happened in this period. The Board fell into the habit of referring many things to the different committees with power to act, without requiring them to report back the action taken, and that was the last ever heard of the matter, so far as the records show. When the matter referred involved paying a bill, fixing a salary, or letting a contract, it was quite important, for more reasons than one, that the records show what action was taken. In

many cases it is impossible for one to determine by the records what action was taken, or what amount of money was paid out. By way of illustration, two entries, which are by no means exceptional, are here given from the records: "June 11, 1877—It was voted that the sum of $4,000 be placed to the credit of the Building Committee to be applied on the Sixth Ward School building, in such sums and at such times as they approve." "July 14, 1874—The propositions and contracts of Haxtun Steam Heater Co. to furnish a new boiler for the Fourth Ward building and put the pipes, etc., in proper condition for heating, and to furnish, put in and complete steam heating apparatus for the Seventh Ward School, were accepted and the Mayor and Clerk were authorized to sign said contract on behalf of the Board and to issue warrants thereon." No further entries in the records show what was done in either of these cases. Besides the manifest convenience of thus doing business a further reason for giving such powers to a committee may be the fact that no quorum might be present at the next regular meeting, which was frequently the case in those days. As late as March, 1885, the Republican-Register commented as follows: "There was no quorum of the Board of Education present at the time of the last meeting and business relating to the schools had been lingering along for two or three months without being attended to." For the past twenty-five years there has been but one regular meeting of the Board at which a quorum was not present.

Teachers Examined.

Among the standing committees of the Board of Education from its first organization was one called the Examining Committee, whose duty it was to give an examination to all applicants for positions in the schools and to issue certificates to such as in its judgment were qualified. A person was required to have such a certificate before he or she could be appointed. It was apparently the custom of this committee to hold an examination only once a year and that at the close of the schools in June. This ac-

commodated those who were appointed at the regular time, but when it became necessary to fill a vacancy that occurred after the opening of schools in September, it was not always possible to secure one who held a certificate from the Examining Committee. In the course of years quite a number of teachers got into the schools in this way without certificates, and having proved themselves competent in the school room, no examination was required of them later. This caused dissatisfaction among applicants who held no certificates and who wanted to escape the examination. Their claim was that while there were regular teachers in the schools who held no certificates, "Why should we be required to secure them?" The fact was that the Examining Committee had come to be looked upon as a device invoked by the Board to relieve its members from the importunities of undesirable applicants and their friends, rather than as a means of determining the qualifications of those applying for positions. To free itself from this criticism, the Board in appointing the teachers in June, 1877, made all the appointments, that of the Superintendent included, subject to an examination. The effect of this action was the reverse of what the Board had expected. It was designed to allay the dissatisfaction of a comparatively few applicants and their friends, but it aroused the indignation and called forth the denunciation of all the teachers and their host of friends. This was a turbulent year in the Board anyway, and one thing more did not at first seem to make any difference with the members. For weeks the subject was thoroughly discussed in the public press by the reporters, the teachers, the Superintendent and "The Occasional Contributor." Many uncomplimentary reflections were made. Even the integrity of the Superintendent was called into question. When the examination was held many of the teachers did not attend. It appears by the public press that those who held certificates were not notified of the examination. When the majority of the committee made its report to the Board, the

minority members publicly charged that "the report was crooked," that it contained the names of teachers as having passed the examination who were not even present at any time during the progress of the examination. The Board doubtless felt like the boy who, while wandering in the blacksmith shop picked up a piece of hot iron the blacksmith had recently cast aside. At the meeting of the Board in August all the teachers were appointed on the recommendation of the committee, which saved itself and the Board by recommending the adoption of the following rule: "No teacher shall be employed to teach in any of the public schools of this city unless they hold a certificate from the Teachers' Committee, and such certificates shall be good for the term of three years. This rule to take effect and be in force January 1st, 1878." The subject was finally dismissed at this meeting of the Board by "Superintendent Andrews making a brief personal explanation respecting the integrity of his intentions in the conduct of the famous examinations."

Teachers Again Examined.

All the teachers were again required to be examined for certificates in September, 1883. This time it was by the County Superintendent of Schools. It came about in this way. At a meeting of the Board, when some of the members were not present, a teacher was appointed who held a certificate only from the County Superintendent. At the next meeting objection was made to this appointment on the grounds that the person did not hold a certificate from the Examining Committee of the Board. The question was referred to the State Superintendent for his decision. He rendered an opinion that no one who did not hold either a county or state certificate could teach in the public schools of the city. As the Board of Education was drawing at that time about $5,000 from the state fund, there was nothing to do but to have the teachers comply with the decision of the State Superintendent, which they did, on September 7, 1883, as before stated. The

Board not being fully satisfied with the opinion of the state department employed Mr. Fred A. Willoughby to take up the question on an agreed case to the Supreme Court for a decision. The Court sustained the opinion of the State Superintendent. The effect of this decision made an examination by the Examining Committee unnecessary and it accordingly ceased without any action of the Board to exercise that power, and the name was changed to "Teachers' Committee."

Superintendent's Salary.

All the salaries varied greatly at different times in this period. In 1874 the salary of the Superintendent was made $1,800; in 1877, $1,500; in 1879, $1,400; in 1880, $1,500; in 1881, $1,600; in 1882, $1,700.

Salaries Increased.

During the first year there was a campaign to increase the salaries of the teachers which was successful. At the October meeting of the Board "It was voted, on motion of Director Knowles, that the salary of teachers who received $40 per month last year be increased to $45 per month and, on motion of Director Cooke, the salary of all present teachers who received $45 per month last year be increased to $48 per month." The question of a further increase of salaries continued to be agitated throughout this year. A special committee was appointed in April to investigate the subject and to report a revised schedule of salaries. In July this committee recommended that the salaries of the principals of the Third, Fourth and Fifth wards and also that of the teacher of the Grammar School (Room F, High School building) be made $60 per month. No recommendation as to the salaries of the other teachers was made. This report was adopted, and here the increase of salaries stops for this period. At the meeting in September "The Superintendent was instructed to notify the teachers that this Board does not wish to entertain the subject of increase of salaries during the next eight months."

In June, 1877, that fateful year, the Board made its first reduction in salaries, fixing that of the Superintendent at $1,500, the Principal of the High School at $70 per month, those of the principals of the ward schools at $54 per month, and those of the grade teachers at $45 and $35 per month. This was designed to be a ten per cent reduction. When the teachers were appointed in June, 1879, Director Stone moved that the salaries be the same as they were the year before, but before a vote could be taken on this motion, the following schedule of salaries was proposed and adopted, Directors Stone and Arnold being the only members voting against it: Superintendent of Schools, $1,400; Principal of High School, $580; Assistant Principal, $427.50; Principal, Assistant Principal and first grammar room teacher of Fourth Ward, $450 each; general teachers, $380; principals of Third, Fifth, Sixth and Seventh wards, $450 each; teachers for the first year, $270; and teachers for the second year, $315. This was intended for another ten per cent reduction. Thus, in two years all salaries were reduced twenty per cent or more, dropping from the highest point to the lowest. As far as the records show no protest was made and the public press appears to have been silent on the subject.

Salaries Decreased.

When the teachers were appointed in 1880 some few received a slight increase in their salaries and the same was true in 1881. At the November meeting in 1881 Director Stone moved "That for the remainder of the year the salaries of all teachers and janitors be increased ten per cent." Pending the consideration of the question the Board virtually restored the old salaries on the recommendation of the Examining Committee, and they remained unchanged to the end of the period. The salaries were as follows: Superintendent of Schools, $1,700; Principal of the High School, $700; the two assistants in the High School, the teachers of the eighth grade, and the ward

Salaries Restored.

principals, $540; two of the grade teachers, $495; fourteen, $450; five, $405; and six, $360.

School Elections.

If it were true, as it is frequently stated, that the number of votes polled at the school election measures the interest the people take in public education, then the citizens of Galesburg have never been so interested in their schools as they were in those years. There were 681 votes cast at the school election in 1875; in 1876, 867; in 1878, 1,464; and 1,326 in 1879. The editorial comment on this subject in the Republican-Register of June 1, 1878, is worthy of a place here:

"On Monday next our citizens will be called upon to elect three members of the Board of Education, one each from the Third and Sixth Wards, to serve a full term of three years, and one from the Second Ward to fill a vacancy. If there are positions that only 'the best men' should be selected to fill, they are those connected with our schools, and especially do we need our 'best men' to serve on the Board—not only men who are friendly to our system of schools, and who possess the confidence of the people, but who are qualified by education and experience to discharge the duties of the office intelligently, wisely, and without partiality or prejudice. The questions commonly dividing our citizens in the City and Ward elections, should not be permitted to intrude themselves when it comes to the selection of school officers; and the friendship to common schools of the man who does intrude them, is to be seriously questioned. The idea that 'any person is good enough for a school director' is a mistaken one. . . . It is a most important position, morally, politically, and financially. School Boards can be improved upon; and all should strive, no matter how good the present may be, to make the incoming always better than the outgoing Board. We trust our people Monday will agree upon a ticket composed of good men, and elect it without contest."

Vaccination.

The first time the Board of Education received an order from the State Board of Health requiring all school children to be vaccinated, was in December, 1881. A special meeting of the Board was immediately called, and on motion of Director Stone it was voted "That the Superintendent be instructed to direct each teacher to carry out the requirements of the State Board of Health

concerning the vaccination of pupils." The subject of vaccination was subsequently before the Board many times for discussion in the other years of this period, and it was the source of much friction between the school authorities—the teachers in particular—on the one hand, and the parents and physicians on the other. The order was, however, kept in force.

Examinations.

There was a time in the public schools, and it was a long time too, when the promotion of a pupil depended entirely upon how well he answered a set of questions, generally ten in number, in each subject, on a certain day at the close of the year. How well he had done his work all the other days of the year was as nothing when compared with his work on the day of final examination. Nothing could have been more unreasonable or better designed to make nervous wrecks of the pupils than such a plan. This cruel and wicked system was abolished by the Board of Education at its August meeting in 1884, as the following entry from its records shows:

> "Director Stone moved that the rule concerning the average standing of pupils be amended so as to provide that in determining the standing of pupils for promotion or graduation the year's work in each study shall be taken into consideration."

This action was all the more significant as it was the only instance where the records indicate that the Board of Education ever took special action in reference to the classification and promotion of pupils.

Complaints.

The habit the people had formed in the early years of coming to the Board with complaints, continued to some extent through this period. There were only two years in which one or more parents did not appear before the Board with complaints against the teachers or the Superintendent. There were, altogether, sixteen such complaints; of course 1877 was the banner year in this respect, one-third of all these cases occurring in it. Trouble for those connected with the schools seems to have been in

the air that year. The last petition to be signed by parents, asking to have a teacher dismissed from the schools, was presented to the Board in 1880.

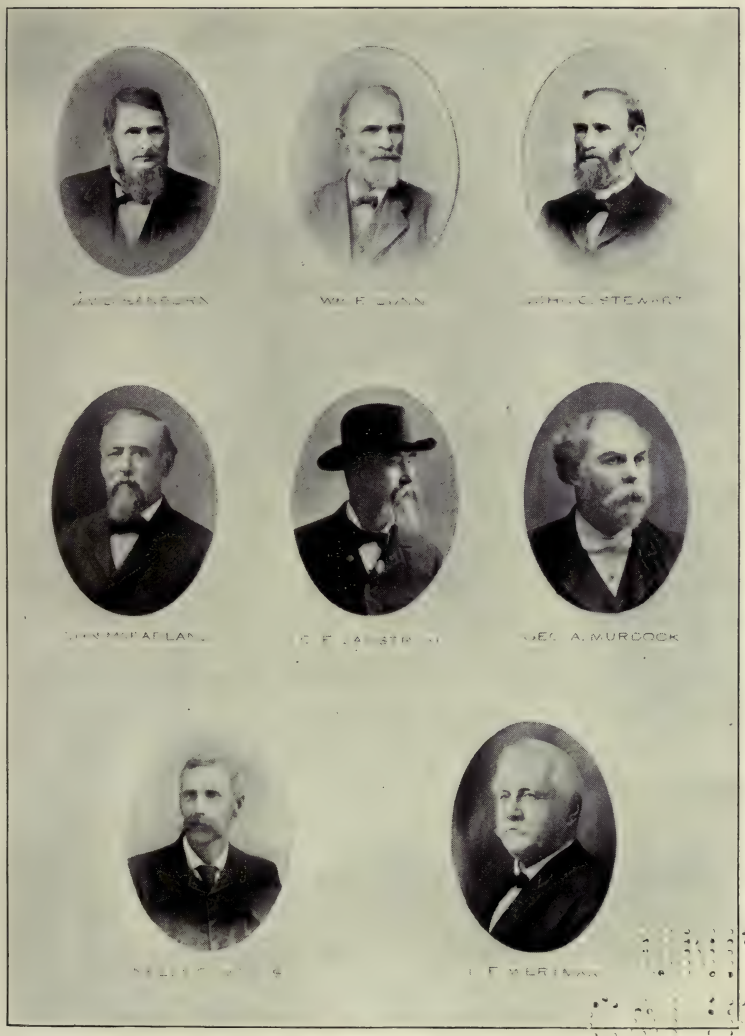
Lots Sold.

It was during this period that most of the lots originally owned and used for school purposes were disposed of. The records of the Board are very incomplete as to the disposition made of these lots. Most of the following facts were obtained from the county records. The lot in the Third Ward on the southwest corner of Kellogg and Losey streets, six by twelve rods, was sold in 1875 for $825; the lot on Simmons street, between West and Academy streets, three by ten rods, was sold in 1877 for $350; the Sixth Ward lot on the northeast corner of Maple avenue and North street, four by nine rods, was sold in 1878 for $300; the lot in the Fifth Ward, fourteen rods on Monmouth street and twelve rods on Brooks street, was sold in 1882 for $125; and in the same year the one in the Seventh Ward, on First street between Seminary and Chambers streets, five by eighteen rods, was sold for $400. A lot on Cedar street, joining the High School grounds on the south, was purchased in 1878 for $1,000.

4. TEACHERS' MEETINGS AND VOLUNTARY TRAINING.

Teachers' Meetings.

The rules of the Board provide for general meetings of the teachers. At the first meeting of the teachers in September of each year one of their own number is elected secretary, who keeps a more or less complete record of the meetings for the year. These records have all been preserved and from them can be gathered a fair idea of what is considered from time to time as important in the theory and practice of conducting schools. The meetings of this period were mostly devoted to the practical every day work of the schoolroom, to discussing the best methods of teaching the different topics in the various branches. The topics would be assigned at one meeting to certain teachers who would present them at the next, after which a general



THIRD WARD

The Representatives of the Third Ward on the Board of Education since its First Organization in June, 1861.

discussion would follow. In one or two instances a teacher brought her class of pupils before the meeting and conducted a recitation illustrating thus her method of teaching. Teachers, after visiting schools in other cities, would give an extended report of what they had seen. The work of the schools in St. Louis, Chicago, Brooklyn and Aurora was reported in this way. Discipline, oral instruction, prize reading, Friday afternoon exercises, examinations and ventilation of the schoolroom were some of the subjects most frequently up for discussion. All the teachers expressed themselves as in favor of the Friday afternoon exercises, but they were strongly opposed to doing away with examinations, which was a popular movement in 1883 among the schools of the country. Some formal papers were prepared and read by the teachers on subjects such as "Geology of Knox County," and "The Practical in Education," by Mr. F. R. Jelliff; "The Ocean Currents," by Mr. O. P. Bostwick; "Teaching and Training," by Miss Ida M. McCall; "Reading," by Miss K. G. Clarke; and "Writing in the Lower Grades," by Mr. G. H. Bridge. One year a committee of the teachers made out the programs for the meetings. Only three persons from the outside addressed the teachers in these eleven years. They were Dr. J. V. N. Standish, on "The Louvre;" Rev. Mr. Shrimpton, Rector of Grace Church, and Miss Mathilda H. Ross, on "Kindergarten Work." From the organization of the schools in 1862 to February, 1877, these meetings had been held twice a month, convening on Friday at 3:30 p. m. After that date they were held once a month. There is an interesting bit of history connected with this change in the number of meetings required. It was voted at a meeting of the Board in December, 1876, "That the rule of the Board in regard to teachers' meetings be so changed as to require such meetings to be held on Saturdays." Director Cooke was the only member who voted against this resolution. All the teachers attended the first meeting held on Saturday, but there were thirteen who were not present at the

next meeting to respond to their names when the roll was called. This had the desired effect. The Board changed the time of meeting back to Friday and made the number of meetings required one instead of two each month. The secretary wrote in the records of the next meeting "Joy was written on the faces of all as a result of the fact that teachers' meetings were to be held on Saturday no longer." The last meeting of each year was spent in reading the names of pupils registered in the schools during the year with the age at the time of entering. It was in this way that the total number enrolled during the year was determined.

Professor Hamill.

In addition to the professional training received from the teachers' meetings, Professor S. S. Hamill, an elocutionist of reputed merit, was employed by the teachers in February, 1880, to give them a course of ten lessons in voice culture and reading. In this way they hoped the better to qualify themselves for imparting like instruction to their pupils. For these lectures the teachers paid Professor Hamill $100. He gave a public reading at the close, the receipts of which went toward paying this amount. Such special work as this by teachers, especially when of their own initiative, is life-giving and deserving of encouragement. The good effects of these lectures were felt in the schools for years.

5. COURSES OF STUDY.

Course of Study of 1878.

A course of study was printed in 1878. For some time previous to that date the Board of Education had felt the need of having the rules and regulations revised and printed, and when they were issued in pamphlet form in that year the Superintendent succeeded in having included a course of study. This was the second course of study to be printed, the first one being in 1865. It is interesting to note the changes made in the school work in those thirteen years, and it is rather remarkable that the changes here mentioned were made apparently without any

action of the Board of Education; at least no reference to them is contained in the records. It is a good illustration that sometimes in the growth of an institution vital changes occur without receiving official sanction. In this course of study of 1865 there were seven years in the grades and two years in the High School; in 1878 there were eight years in the grades and three years in the High School—an addition of one year to each department. The attendance record shows that in 1874 there were ten grades below the High School. The records of the Board are silent about why and when these important changes were made. In 1865 the seven years of work in the grades were subdivided into the primary division, the intermediate division, and the grammar division, and the different grades were numbered from one to seven, beginning with the last year. In 1878 these subdivisions had disappeared and the grades were numbered from one to eight, beginning with the first year of school; for example, a pupil in grade one in 1865 did the last year's work below the High School, while in 1878 a pupil in grade one did the work of the first year of school. The course of study in 1878 contained quite a full outline of work to be done in reading, arithmetic, grammar, geography, history, spelling, drawing and oral work.

Reading.

The pupils were taught to read by the word and phonetic method, Leigh's Primer, a book in which an attempt was made to represent, to a limited extent, the phonetic sounds of some of the letters by slightly modifying their forms, being used. A First Reader, containing a vocabulary of about seven hundred words, was also read in this grade. The Second Reader was begun and completed in the second grade. The Third Reader was taken up in the third grade but only one hundred and seventy-five pages of it were read. It was completed in the fourth grade and the Fourth Reader begun. While the Fourth Reader thus furnished a part of the reading for the fourth grade, it also furnished all the reading for the fifth and sixth grades. The

Fifth Reader was read in the seventh and eighth grades. The five reading books used were so divided that each of the eight grades had about one hundred and seventy-five pages of reading matter. Vocal culture received much attention in the teaching of reading; pupils of the third grade, for instance, were expected to understand and define articulation, emphasis, rate, accent and inflection; those of the fifth grade, pitch, force, volume and quality of voice.

Arithmetic. A book on arithmetic was not placed in the hands of the pupils until they reached the sixth grade. The work in the first five grades, which was largely abstract, was oral and it was called "numbers." It was based on the Grube method. The multiplication table was learned in the second and third grades, the same as now. The work of the fourth grade included the fundamental rules; the fifth grade, common fractions; the sixth grade, decimal fractions and measurements; the seventh grade, percentage and interest; the eighth grade, the applications of percentage, square and cube root.

Grammar. A text-book on grammar was used in the seventh and eighth grades. Below these grades the work was all done orally under the name of "language lessons;" while there was some writing of compositions in each of these grades, the work was, however, largely technical grammar.

Geography. Five years were devoted to geography. Oral lessons were given throughout the third year; a Primary Geography was taught in the fourth and fifth years, and a Comprehensive Geography in the sixth and seventh years. Map drawing was called for each year, and much emphasis was placed on imaginary journeys between places studied.

Spelling. Spelling was taught in all the grades but no spelling book was at that time in the schools. The words for spelling were selected from the books used in the grades. There is, perhaps, no better method of teaching

spelling, provided the teacher appreciates the importance of the subject and takes sufficient time and care for the work, which she is not likely to do when the program becomes crowded. At one of the teachers' meetings, after a spirited discussion, a vote was taken whether or not the syllables of a word should be pronounced in spelling. Thirteen teachers were in favor of the practice and eighteen against it.

Penmanship.

The systematic teaching of penmanship, or "writing," was begun in the fourth grade and continued throughout the other grades. A copy book was used. The pupils first used pen and ink in the fourth grade.

Drawing.

A course was outlined in drawing for each grade. Beginning with the third grade, two drawing books were used each year; synthetic in the third and fourth, analytic in the fifth and sixth, and perspective in the seventh and eighth. The teacher was expected to write out the work she did on each of the subjects in a blank book provided for her.

Course of Study of 1884.

As there were only three hundred copies of the course of study printed in 1878, the supply probably became exhausted in six years and a new edition was necessary. At any rate another course of study quite similar to that of 1878 was printed in 1884. The pamphlet was twice as large. This was due to the fact that it was a manual as well as a course of study. In those six years there had been a decided change in the amount of work to be done orally and in the text-books; a spelling book was now in the hands of the pupils in the last three grades, while in 1878 there was no spelling book in any grade; a book on arithmetic was taken up three years earlier, in the third grade in place of the sixth; a language book was begun a year earlier; the dictionary was introduced in the third grade instead of the fourth. Penmanship above the second grade was taught by a special teacher. Drawing books had been changed and the Bartholomew system of drawing was

again in the schools. There was no outline nor direction given in this subject further than the number of the two books to be used in the grade. The Fourth Reader was completed in the fifth grade, and "Readings in Nature" was the text-book for the sixth grade. Two pages were given to an outline of civil government for the use of teachers and pupils in the grades below the High School, and one page to a list of authors in the different departments of literature, for the purpose of aiding the teachers in directing their pupils to a course of reading and the formation of a good library.

Penmanship.

Penmanship was taught by the regular teachers with copy books for the first six years of this period. At the August meeting of the Board in 1880, it was voted, on motion of Director Murdoch, to employ a special teacher of penmanship for that year. Mr. J. M. Martin, who was conducting the Western Business College in the city at that time, was employed for the fall term to spend several hours daily in the schools, for which he was paid forty-five dollars a month. Mr. G. H. Bridge was made special teacher of penmanship in January, 1881, which position he filled not only for the remainder of this period, but also for several succeeding years. He gave two lessons a week in each room, beginning with the third grade. He soon discarded the copy book.

Drawing.

There was an effort made in this period to teach drawing, but according to the records of the teachers' meetings it was not successfully taught. The Bartholomew system of drawing was re-adopted in January, 1884, on motion of Director Murdoch. The Republican-Register in commenting on this action of the Board said: "This action, in effect, introduces instruction on this important subject." The work was begun immediately but only in the second, third, fourth and fifth grades. It made but little headway. There was no special teacher for the

subject and the Board at no time considered the advisability of appointing one.

Music.

There were several unsuccessful attempts made in this period to have music taught in the schools. At the September meeting of 1878 Mrs. M. D. Cooke personally appeared and addressed the Board on the desirability of introducing the teaching of vocal music in the schools. The subject was referred to the Teachers' Committee to report at the next meeting, which it did by recommending that the question be postponed until an appropriation could be made and included in the tax levy. The question was again before the Board in August, 1880. At that meeting a motion, made by Director Murdoch, to employ a teacher for the ensuing year to conduct "Mason's Musical Course" was adopted by a vote of four to one. At the next meeting of the Board, however, this action was rescinded. Later in that year Director Murdoch made several efforts to have music introduced in the schools but they were all of no avail.

Kindergarten Work.

The study of the principles of the kindergarten and the application of its methods to public school work, which have so changed the methods of instruction and the spirit of public schools, began the latter part of this period. This movement originated entirely with the teachers, and the Sixth Ward School led the way. In 1880 Miss F. Lilian Taylor was Principal of that school and Miss Clara O. Horton the primary teacher. Miss Horton provided herself with a superior kindergarten table of her own design and began giving some kindergarten work and applying some of its methods to the regular work of the grade. Miss Taylor discovered that she could use some of the kindergarten materials and methods in her work with the fifth and sixth grades, particularly in arithmetic. About this time Miss Anna M. Armstrong began the work in her room in the Fifth Ward School. Considerable interest in the work must have been awakened at that time as in

November, 1882, the Board of Education referred the matter of providing each primary room with a kindergarten table to the Committee on Supplies to report the cost. The next year it was decided at a teachers' meeting to introduce among the smaller children the simpler forms of kindergarten work. In January, 1885, Miss Mathilda H. Ross of the St. Louis Kindergarten addressed the teachers and also the Board of Education on "The Value of the Kindergarten." The Board was favorably impressed by Miss Ross's address, voted her its thanks, and, on motion of Director Stone, it voted to furnish the primary schools "with apparatus for partial kindergarten work." Later in the year it provided five kindergarten tables at a cost of forty-nine dollars. The kind of work done was paper folding, paper cutting, mat weaving, card sewing and clay modeling; and the testimony of the teachers was that instead of losing time from their studies the children were inspired with greater zeal and love for study by these simple manual and mental exercises. This movement, if it did not originate with, certainly received its inspiration and assistance from, Miss M. Evelyn Strong who was then conducting a private kindergarten in the city, in which there was a normal department where the teachers could receive special instruction in this work. During the decade following 1885 many of the teachers took a complete normal course in Miss Strong's school, Miss F. Lilian Taylor and Miss May T. Williams being the first to graduate and receive kindergarten diplomas. The effect of this movement was to cause the teachers to make a study of the child and to present the subject to be taught from the viewpoint of the child, which two features really constitute what is known as the "New Education."

Text-Books Adopted.

The following text-books were adopted in this period: Montieth's Elementary Geography, in August, 1875; Monroe's Series of Readers, in September, 1875; Quackenbos' United States History, in April, 1878; Harper's Geographies, in August, 1882; Bar-

tholomew's Drawing Books, January, 1884; Fish's Arithmetics, February, 1884. Webster's Dictionary was adopted as the standard, September, 1880, on motion of Director Stone. Monroe's Speller came into the schools sometime between 1878 and 1884, but there is no record of its adoption nor even its reference to a committee. Swinton's Language Books must have been adopted sometime in this period previous to 1884, but there is no mention of the fact contained in the records of the Board.

The changes made necessary by the adoption of some of these books called forth severe criticism, and in some cases the criticism went so far as to impugn the motive of those instrumental in making the changes. There is no more unthinking and unreasonable criticism than that frequently made on the change of text-books. The cost of school books is a burden on many homes but the prevailing notion that a change of books greatly increases that burden, is wrong. There has not been a change of text-books in the Galesburg schools within the past twenty-five years that has added to the usual expenses, with but one exception; that was in the High School, and it occurred through a mistake. The books were changed on the progressive plan, that is, as the pupils were promoted and a new book of some kind was necessary. The cost of school books is caused not by the adoption of new books by the Board, but by the promotion of the pupils. It is an incident in the advancement of the child. The importance of this question to public education may be realized when one considers the improvement made in the text-books within the last thirty years. A careful comparison of the books in use to-day with those of that date will convince anyone that there has been no greater improvement made within that period in the implements of the farm, in the tools of the shop, or in the conveniences of the modern home, than in the text-books of the school.

Publications.

Of the eleven annual reports which Superintendent Andrews made to the Board of Education, only that of 1880 was printed in pamphlet form; the others were given to the papers for publication and four of them may be found in the files of the Republican-Register for 1876, 1878, 1879 and 1883. There were two pamphlets printed containing the course of study and the rules and regulations, one in 1878 and the other in 1884. These were all the publications issued by the Board in this period.

6. SPECIAL SCHOOLS.

Night School.

There was a night school during the winter months of some of the years in this period, but it is difficult to determine in which years the school was held, as the Superintendent made no report of it to the Board that found a place in its records. There was such a school conducted the first winter, for the Republican-Register of February 6, 1875, refers to the school as follows: "The night school does not appear to be as highly appreciated or liberally patronized as it should be, when we consider that it offers an education free to those who by circumstances are unable to attend day school. This is the third year the night school has been run, and each year there has been a falling off, when one would naturally suppose that the patronage would increase." No trace of a night school can be found for the next five years. The Superintendent in November, 1877, recommended that one be opened that winter but no action was taken by the Board. The last night school conducted by the Board of Education was held in the winter of 1880-81. For such cities as Galesburg the need of a night school passed with the coming of the compulsory educational law.

Ungraded School.

At different times Superintendent Andrews urged the Board to establish an ungraded school for boys. The object of such a school as stated by him was, "to accommodate a large number of boys who can attend

school only during the winter months and who, on account of their age and book knowledge, cannot be advantageously classified with the other pupils." He made his last appeal in January, 1878, but no action was taken at that meeting of the Board. At the next meeting Dr. Foote succeeded in getting the question referred to the Teachers' Committee, where apparently it was allowed to rest.

7. SPECIAL FEATURES OF ORGANIZATION.

Classification.

Two features of the present organization originated in this period, one of them possibly earlier; and they are deserving of special notice as they are peculiar to the Galesburg schools and are designed to relieve the undesirable stress incident to education in the mass which, it should always be remembered, has its great virtues as well as its serious faults. One of these features is the system of classification. The classes are so arranged as to be on an average only three months apart in each grade. This makes it possible, and entirely practicable, to transfer or hold back, a pupil whenever it is to his best interests to do so; this cannot be done where the classes are a whole grade or half a grade apart, without great danger of doing more injury than would be wrought by the evil sought to be remedied. This method of classification was introduced by Superintendent Andrews in 1876, for in his annual report for that year to the Board of Education he says: "I have tried during the past year so to arrange the classes in the different grades that there shall not be more than a difference of three months between them." There is nothing of more value in the organization of the Galesburg schools than this system of classification, for records carefully kept for the last fifteen years show that on an average in all the grades one pupil out of every three has taken either more or less time than that required by the course of study for each grade. The only objection to the method is that it complicates the work of supervision and increases the work of instruction.

Two Dismissals.

The other feature is the custom of two dismissals at the close of the afternoon session. Those who are well up in their work and who have had good lessons during the day are dismissed at 3:30, while the others remain a half hour longer for individual instruction. In this way those who find their work hard from any cause can receive the help needed to keep them in their classes. It is better to keep pupils from becoming laggards than to establish a school for them after they have been allowed to develop—a notion that seems popular to-day. It cannot be determined who was the author of this plan, or when it was introduced into the schools. As early as 1875 it was referred to in an incidental way in a teachers' meeting. Like all good things there is danger of its being neglected or abused, and the temptation to do so is sometimes very strong at the close of a hard day's work.

Substitutes.

During this period one or more stated substitutes were employed each year at the time the regular teachers were elected. They received twenty-five dollars a month. When a substitute taught for a regular teacher her pay was deducted from the salary of that teacher. There were some exceptions to this rule, however. There were a few instances when a regular teacher was granted a leave of absence with the understanding that she would do substitute work when necessary, and in such cases the pay was larger than the usual salary of the substitute, but it was always at the expense of the teacher for whom the work was done, the principle observed being that no absence of a teacher for any cause should be allowed to increase the cost of instruction fixed at the time the teachers were employed.

Attendance.

Superintendent Andrews began his administration by opening war on irregularity of attendance, and he kept it up for years with a persistency worthy of commendation. He talked about it in the teachers' meetings, constantly referred to it in his monthly reports to the

Board, and gave great emphasis to it in his annual reports. In his report for 1879 he recommended that truants be arrested.

All of this had its effect, for the cases of tardiness which had been as many as a thousand in one month were reduced in three years to fewer than one thousand for the entire year. There is no way of determining the effect it had on truancy, though it must have been good. It is safe to say that in three years a spirit of indifference had been changed to a habit of punctuality. This was a great thing to accomplish, for it is doubtful if any element enters more largely into the success of a school than that of punctuality, but not for the reasons generally assigned—such as that tardiness and absence spoil the record of the school, or that they cause the pupil to fall behind by reason of his missing valuable instruction given to the class. The fact is that neither of these reasons is very important, and the child and the parents do not generally feel that they are; the all-important point is that the child is likely to lose his interest in school and, with his interest gone, there is practically nothing left for him, for nothing is so deadening to one's interest in anything as neglecting the opportunities it offers.

Special Features.

For some years Friday afternoon exercises in which the pupils were trained to speak in public were quite general in the schools. The teachers considered them of much value to the pupils. Out of these exercises sprang a custom in 1883 which certainly possessed much merit for the older pupils, at least, called Book Day, the object of which was to cultivate in the pupils the habit of reading good books. On these days the pupils would report the books they had read and give a review of them. In the High School this custom took another phase. The pupils were encouraged to form the habit of reading for twenty minutes every day, by having them give to the school in reviews and essays a report of what they had read.

8. IMPROVEMENTS AND ALTERATIONS.

Telephones.

Telephones were first installed in the different schools in the summer of 1882. They were not originally placed in the buildings for school purposes or by order of the Board of Education, but for fire and police purposes and by order of the City Council, a key to the building being left at the nearest residence. The Board afterwards, however, voted to bear half of the expense of maintaining them.

City Water.

The first school building to be provided with city water for drinking and fire purposes was the High School, now the Churchill School. The Board ordered this improvement, on motion of Director Murdoch, in December, 1883. The other buildings were similarly equipped as soon as the water mains were extended past them.

Fire Escape.

Perhaps no single improvement was more frequently discussed and so often postponed as the placing of a fire escape on the High School building. Every fire that occurred brought the question before the Board for discussion. Finally, at the same meeting at which the water system was ordered connected with the building, it was voted, on motion of Director Brown, to place a fire escape on it as provided for by the city ordinances, which was done the following June at a cost of $50.20.

Other Improvements.

The outside doors of the building were changed in the summer of 1877 so as to open outward, and, at the beginning of schools this year, a clock and a dictionary were ordered placed in each schoolroom. The following year the bell on the High School that had done service for twelve years, lost its musical tone by being cracked and it was replaced by a new one at a cost of $109.60.

Beautifying School Grounds.

In this period the Board was interested in the appearance of the school grounds and took the necessary steps to make them beautiful. It voted, on motion of Director M. D. Cooke, at the December meeting of 1875, "That the Building Committee be instructed to take necessary steps to embellish the grounds of the new schoolhouses with shade and ornamental trees," and again in March, 1879, it was voted, on motion of Director Stone, "That the Building Committee provide shade trees for the school grounds."

The Chapel Divided.

The advisability of making two schoolrooms of the chapel, which occupied the east half of the third floor of the High School building, was under consideration by the Board for a year or two. The proposition met with much opposition. A strong article against it from the pen of Miss Mary Allen West appeared in the press. The Building Committee, however, recommended in July, 1878, that it be divided by a partition into two rooms. This recommendation was concurred in by the Board after it was changed, on motion of Director Nelson, so as to mean that the partition was to be only a temporary one.

Religious Exercises.

When the rules were revised for publication in 1878 and were before the Board for final action, Director Murdoch offered the following amendment: "At the opening of each session of the schools, at least ten verses of the Bible shall be read to the pupils by the principal, or, in his absence, by one of the assistants. A suitable hymn may be sung." The amendment was referred apparently without discussion to the Committee on Rules for a recommendation, and the motion to adopt the rules, subject to the report of the Committee, then prevailed. At the next meeting the Committee recommended that the whole matter of opening the daily sessions of the schools with religious exercises be referred to the Superintendent

of Schools, which was concurred in by the Board. The Superintendent evidently left the question to the discretion of the individual teachers as is indicated by the following entry from the secretary's record of the next teachers' meeting: "The rules on opening exercises are wisely silent —not any rather than those repugnant to pupils and patrons."

Centennial Exposition.

At the request of the County Superintendent of Schools and the recommendation of Superintendent Andrews the Board had photographs of the school buildings taken for the educational department of the Centennial Exposition, held in Philadelphia in 1876. There is no evidence that the work of the schools was represented in any way at that exposition.

Fiscal Year.

The fiscal year which formerly closed September 30th was changed by resolution of the Board, March 14, 1882, to end June 30th. This was done to have it correspond with the school year of the general school law.

9. THE HIGH SCHOOL.

Growth.

The average monthly enrollment of the High School for the first year of this period was seventy-four, and for the last year one hundred and eleven. This made an increase in the High School of fifty per cent, while the grades decreased during the same time three per cent. The total number enrolled for any one of these years is not known except for 1880, when it was 119. The number to graduate in this period was 151. A third teacher was added, probably in 1875. It was then the custom to promote pupils to the High School twice a year.

Course of Study.

In the thirteen years following 1865 there were doubtless some changes made in the course of study, but what they were there are no means of determining; for the second printed course did not appear until 1878.

It consisted of one course of three years, which was divided as follows:

First Year.—Algebra and reading, each for the entire year; physical geography and English grammar for seven months each; zoology and composition for two months each.

Second Year.—Latin for the entire year; arithmetic and physiology for four months; botany and select readings for two months each.

Third Year.—Latin for the entire year; geometry for seven months; science of government and English literature each four months; chemistry for two months; review of geography and history for three months. There were abstracts, essays, declamations and select readings throughout the course.

It would seem that this was a new course of study adopted that year, for a note appended reads: "No change from previous arrangement of studies shall interfere with the advancement of pupils now in the High School."

High School Preparatory for College.

In this period the High School was generally regarded as an institution whose purpose was to prepare its students for college. Superintendent Andrews recommended in his annual report for 1880 that the course be extended to four years, and that Greek be introduced so that students might be thoroughly prepared for the Freshman class in the classified course of the colleges. At the same time he recommended that Bookkeeping be made a part of the curriculum. There is no record that the Board adopted either of these recommendations. In 1883 the Board appointed "the Teachers' Committee with the Superintendent to confer with such committees as may be appointed by Knox and Lombard in relation to books and studies in the High School department, with a view of making the studies uniform for those who may desire to pass from the High School to either institution." This committee never made any report to the Board.

Third Course of Study.

In 1884 appeared the third printed course of study. The principal difference between it and the course of 1878 was that the year of reading, the seven months of English grammar, and the review of geography and United States history were omitted, while a year of Latin was added and the study of English classics for five months in the first and second years was introduced. Natural philosophy appeared here for the first time under its present name, physics. There was still but one course offered. However, some choice was allowed as is shown by the following note at the end of the course, "Those taking Latin shall omit one of the English studies; but algebra and geometry are obligatory." Requiring the pupils actually to read at least one complete production, or book, of the representative authors studied, a practice introduced in 1884 by the study of English classics, was the beginning of the present rational method of teaching English.

Graduation Exercises.

The first year the High School held graduating exercises by itself was in June, 1876. Previous to that time the graduates read their essays or delivered their orations as a part of the "Annual Exhibition" which was held at the close of schools in the chapel of the High School. In addition to the original productions of the graduates these exhibitions consisted of prize speaking by some fifteen to twenty-five pupils from the grades. The Board awarded the prizes, generally voting ten dollars for that purpose. The last of these "Annual Exhibitions" with prize speaking as a leading feature was held in the old First Church, in 1875. The next year the High School met by itself in the chapel of the High School building, the four graduates reading their essays and some of the other students delivering declamations. The class of 1877 was a large one, numbering fourteen, and the graduating exercises were held in the old First Church. The next year the ex-

ercises were held in the Opera House which the Board rented for fifteen dollars. In 1879 a brass band from Abingdon was imported by the Board for the occasion at an expense of twenty-five dollars. The class of 1880, numbering twenty-one, was the largest class that had been graduated up to that time, and its graduating exercises occupied three hours. In the following class was Belle W. Allen, the first colored student to graduate from the High School. Some sixty to seventy of the leading citizens desirous of showing their appreciation of her successful school career and of the example she had thus set as to how to secure the proper recognition of her race, purchased a valuable gold watch and chain and presented them to her on that day. The class of 1885 was the last and largest class to be graduated in this period. There were twenty-eight in the class, eighteen young women and ten young men. After 1877 the graduating exercises were held in the Opera House, and it was never large enough to accommodate all who desired to attend. It is thus seen that these public exercises of the High School were popular from the first.

Prizes to Graduates.

Four prizes were given by citizens to members of the graduating class of 1879, two for excellence in scholarship and two for the best essays. Dr. George W. Foote, a member of the Board, gave the prizes for scholarship, the first prize being Macaulay's "England," which went to Fred W. Sisson; the second being Gibbon's "Rome," which Flora A. Ward received. The prizes for the best essays were given by Mr. John C. Fahnestock and Mr. Parley M. Johnson. The first prize, English Pictures, was awarded to May T. Sullivan and the second prize, Whittier's Poems, to Mary E. Hunt. As far as it is known this is the only instance where prizes have been given to persons graduating from the High School, except when a college has awarded a scholarship to the one taking first honors.

Alumni Association Organized.

Dr. George W. Foote retired from the Board of Education in June, 1879. As he had been an active member of the Board and had taken a special interest in the class that was graduated that year on account of its having entered the High School the year he became a member of the Board, the members of the Board of Education and the graduating class, desirous to show their appreciation of his services and interest, assembled on the evening of graduation day at the residence of Mr. A. Jacobi on Broad street, and proceeded in a "solid column" to the Doctor's residence on Kellogg street. It was a complete surprise to him and his wife, but they gave their guests a royal welcome; the result was the most pleasant time the members of the Board, the teachers and the members of the graduating class ever enjoyed together. So pleased was the Doctor with the occasion that the next year he gave a reception at the close of schools to the members of the Board of Education, the teachers of the public schools and the graduates of the High School. Some thirty-five of the former graduates were present and the idea of organizing an Alumni Association suggested itself to them. At this reception they took the preliminary steps by electing Mr. T. D. Stevens, of the class of '68, President, and Mr. E. K. Hoover, of the class of '77, Secretary. A committee consisting of Mr. James B. Ayres, Miss Eva Billings and Miss Lottie Stilson was appointed to draft a constitution and report the next year, which they did at a similar reception given by Director G. A. Murdoch at his residence on Prairie street, June 3, 1881. The constitution as reported was adopted, and the "Alumni Association of the Galesburg High School" was thus permanently formed. The first officers under the constitution were then elected as follows:

Mr. James B. Ayres, President.
Miss Anna Schryver, Vice President.
Mr. Charles Dunn, Secretary.
Mr. Curtis Daugherty, Treasurer.

10. RESIGNATION OF SUPERINTENDENT M. ANDREWS.

While Mr. Andrews met with considerable opposition in the first years of his service as Superintendent of Schools, yet in the last half of his term of service he grew stronger year by year and when he resigned in June, 1885, it was with sincere regret to the members of the Board of Education and to the people generally. He had done much for the schools, particularly in the line of discipline. He was strong with the teachers. In June, 1881, they presented him with a purse of one hundred and forty-two dollars and requested him to spend it in seeking rest and recreation during the summer. In the records of the Teachers' Meetings is found the following:

"With feelings of deep regret and sadness at parting from a Superintendent who has done such efficient work for the public schools of Galesburg, the teachers met Saturday, June 13, (1885), and passed the following resolutions:

WHEREAS, Mr. Andrews, after an association of eleven years with the Galesburg Public Schools, deems it best to sever this connection and accept the Superintendency of the Oakland schools, and

WHEREAS, Our relations with him as teachers have been most pleasant and satisfactory and such as to inspire in us both respect and feelings of the deepest regard, and

WHEREAS, By the faithful, efficient and general discharge of his duties he has raised the standard of the city schools so that his loss seems almost irreparable; therefore, be it

Resolved, That we the teachers of the Galesburg Public Schools hereby express our regret at the separation and rejoice in the prospect that his future work will be less arduous and more remunerative, and

Resolved, That we tender him our heartfelt thanks for the support which, without crushing our individuality, he has uniformly extended both in discipline and mental training, and

Resolved, That we hereby commend him to the hearty support of his future associates, assured that time will but deepen the feeling of confidence, and

Resolved, That a copy of these resolutions be sent to Mr. Andrews, to the President of the Board of Education of Oakland schools, and to our city papers for publication.

Signed: (Mrs.) M. E. Gettemy.
Ida M. McCall.
Fannie M. Hague.

11. SUMMARY.

Board of Education.

Twenty-three different men served on the Board of Education during these eleven years, which means that, on an average, there were two new members each year. Of these twenty-three Geo. L. Arnold of the Fourth Ward was the only one whose services extended through the entire period. S. J. Parry, G. A. Murdoch and L. T. Stone were the only other members who were re-elected and served two terms. Three of these four men were members of the Board at the end of the period, Mr. Murdoch having retired at the close of his second term of service, in June, 1884. On his retirement the Board gave him a vote of thanks for his active and efficient services. This was the first instance when the Board of Education extended this courtesy to one of its retiring members.

Growth.

The number of pupils registered during this period of eleven years remained about the same from year to year. The whole number enrolled for the first year was 2,196 and the number for the last year was 2,112, a decrease of eighty-four pupils. There would have been a gain of eleven pupils for the entire period, one for each year, had not the Catholics opened their parochial school, St. Joseph's Academy, in the fall of 1879, which caused a decrease in the enrollment for that year of 226.

The number of teachers the first year was twenty-eight, and the number the last year (not including the special teacher of penmanship) was thirty-six, which made an increase of eight teachers. It is thus seen that the number of teachers was increased twenty-eight per cent, while the number of pupils actually decreased some three per cent,

which means that the number of pupils to a teacher was decreased in this period, on an average, twenty-five per cent. Of the eight teachers added, five were placed in the north part of the city.

TAX LEVIES.

1874	$35,000	1879	$16,000
1875	30,000	1880	16,000
1876	30,000	1881	16,000
1877	16,000	1882	18,000
1878	18,000	1883	18,000
1884	$20,000		

CHAPTER IV

PERIOD OF CONTINUOUS GROWTH: 1885-1911

1. School Buildings. 2. Other Permanent Improvements. 3. Protection from Fire. 4. Music, Drawing and Physical Training. 5. The Training School. 6. Methods. 7. The Teachers and Means for Their Improvement. 8. Pupils and Their Special Activities. 9. Text-Books. 10. Administrative Measures. 11. Salaries. 12. The High School and Development of its Activities. 13. The Elective System. 14. The Board and Its Experiences. 15. The Semi-Centennial. 16. Summary.

Favorable Conditions.

The schools, having passed through the period of organization and the reactionary years that followed, now entered on one most favorable to their steady growth and development. During these twenty-six years the Board of Education pursued a policy that received the support of the people, for its membership, with one exception, remained unchanged save by death, resignation or removal from the city. Under these conditions whatsoever plans the Board may have had it could mature and carry through to completion, an ideal state of affairs and one usually calculated to produce the best results. Certainly whatever shortcomings there may have been in this period were chargeable to the Board of Education.

1. SCHOOL BUILDINGS.

Questions Involved.

Providing sufficient and proper school accommodations is one of the important problems with which a Board of Education is required to deal, and in a growing city it is practically a constant one. The simple location of a school building involves questions of sanitation, economics and sociology; and its construction those of hygiene, school management and pedagogy, as well as of architecture and finance. It is a fact that the internal

W. L. Steele

Superintendent of Schools
Appointed July, 1885

UNIVERSITY OF CALIFORNIA

arrangement of a building often places limitations on the kind of work that can be done in it. The cost and architecture, usually considered as the most important questions in erecting a school building, should be made subordinate.

Board Decides to Build a New High School.

During this period all the present school buildings in the city were either built or remodeled and enlarged, except the Churchill School, and that was considerably improved. In 1885 all the ward schools were four-room buildings, excepting the Fourth Ward School which had six rooms. In these schools the children were advanced to the fifth grade when they were transferred to the Churchill School, then known as the High School building. This building was at that time designed to accommodate not only the high school pupils of the city and the children of all the grades above the second living in the central part of the city, but also the overflow from the ward schools. When the city grew in population this building became overcrowded. It became imperative in 1887 to relieve it, for there were from sixty to sixty-five pupils in each of its twelve rooms. The Board remembering the severe criticism and determined opposition aroused by the building of the last schoolhouse, the Sixth Ward building, a decade before, approached the subject with great caution. It first took the position that not more than forty to forty-five pupils should be assigned to any teacher, a plan which seemed to meet with the approval of the public generally. To carry out this policy a new schoolhouse was a necessity. Where it should be built was the next question to be settled. Standing on the northwest corner of Broad and Tompkins streets was the old Baptist Church, which for years had been the property of the Board and had been used for the first and second grades of the central part of the city. It had become known as the Central Primary. As the building was rather dilapidated and as it stood on one of the most prominent corners of the city, the Board's decision to erect the new building on that site met

with the cordial approval of the citizens. The Board decided to ask the people to grant it authority to issue bonds to the amount of $25,000 for the purpose of building and equipping a new school building, which permission was given by a vote of 567 to 141, at an election held for that purpose, April 11, 1887.

Proposition to Divide the $25,000.

When the vote was taken it was understood that the new building was intended to accommodate the High School and Central Primary and that the old High School building would be the Grammar School for the pupils of the entire city and for those in the intermediate grades living in the Central Primary district. However, shortly after the election there was a movement started by the people living in the east part of the city to have the $25,000 divided into two equal parts, one to be used for erecting a four-room building on the Central Primary lot and the other for another four-room building to be located in the east part of the city. Fortunately for the good of the schools at that time and for all time, the $25,000 was not divided but it was all placed in a High School building on the site originally proposed. The Board satisfied the opposition by purchasing in December, 1887, a lot on the southwest corner of Losey and Rio streets for $750 and promising to build a schoolhouse thereon in the immediate future. There was a bit of local history in this opposition to the placing of $25,000 in a High School building on the corner of Broad and Tompkins streets, and the action of the Board at this time was full of significance. The same question arose at the time of locating the old High School building, those living in the east part of town wanting to place it on the northwest corner of Main and Chambers streets. This site Mrs. Silas Willard offered to donate for that purpose but the Board paid $2,000 for the location on the corner of Broad and Simmons streets. In later years the location of the High School was no small factor in determining the site of the Post Office and that of the Public Library.

The Board Makes Its First Visit to Other Cities.

Before deciding on the plans for the new building the Board displayed great wisdom by voting, on motion of Director Parry, to visit such cities as seemed desirable, for the purpose of examining school buildings of recent construction. It is as necessary for a Board of Education to visit other cities at times to see what is being done as it is for teachers to visit schools and to attend educational associations. A reasonable amount of the public funds expended by a Board in trips of inspection is one of the best investments of school money that can be made. Practically all the improvements that were made in the school buildings of the city during this period came in this way, and the cost was insignificant. At that time the Building Committee and the Superintendent visited the school buildings in Moline, Davenport and some of the suburbs of Chicago. The expense of the trip was $64.75. As a result a professional school architect was employed and a system of ventilation that was measurably satisfactory was installed in the new building. At that time there was no attempt at ventilation in any of the buildings in the city, most of the Board not believing that such a thing was possible. After that date no building was erected in which the most improved system was not installed. In this building the toilet rooms were for the first time brought into the schoolhouse, doing away with the outside closets, one of the most offensive and demoralizing institutions ever connected with the public schools.

Plan of the Building.

Mr. J. W. Ross, of Davenport, Iowa, was employed as the architect and was paid $250 for his services. The cost of the building was limited to $20,000. As it was to accommodate both the high school and primary pupils, one of the principal features in its plan was the keeping of these two classes of pupils as separate as possible. The second floor was given to the High School, and it was reached by a stairway at either end of the building. The first floor was for the Primary School and its

entrance was in the central part of the building. On the lower floor a hall ran lengthwise of the building near its center, connecting it with the stairways (at the ends) leading to the High School, but separated from them by swinging doors. In this way it was possible for each of the schools to follow a program of its own without any reference to that of the other and without interfering with the other. The Board found it impossible to let the contract for $20,000. After modifying the plans twice and advertising for bids three times, the contract was finally awarded to A. P. Anderson for $23,500, June 22, 1887. The contract for heating and ventilating was let to the Ruttan Manufacturing Co. for $1,920. The plans were afterwards changed so as to use the attic for a manual training shop. This change cost $500. Mr. N. C. Wood was employed to superintend the construction. He received for his services $345. The building when completed cost $24,595, the furniture $1,153, and the heating and ventilating $1,920, making in all $27,-668. It was first occupied by the High School and the Central Primary at the opening of schools in September, 1888.

Changes in the High School.

When the High School moved into its new home at that time it had its first experience with a large study hall, one of the features for which it was afterward to become noted. A second course of study, called English in contradistinction to the Latin which had been the only course up to that time, was added to its curriculum. The work of instruction was for the first time divided into departments.

Selecting a Site for a New Schoolhouse.

By the time the new building, which was designed to relieve the crowded condition in the old High School was completed, the enrollment in the Third Ward and Fourth Ward schools averaged sixty pupils to a room. It will be remembered that when the new High School building was decided on the Board promised to build in the near future a

schoolhouse in the east part of the city, and a lot for that purpose was purchased at that time. Under these circumstances there was nothing for the Board to do but to build a schoolhouse in the east part of the city, presumably on the lot selected in 1887, provided the funds could be raised. Accordingly it asked for authority to issue bonds to the amount of $16,000 for the purpose of building a new schoolhouse. This authority was given by a vote of 146 to 12 at an election held for the purpose, May 13, 1889. The lot on the southwest corner of Losey and Rio streets which had been purchased for the site of the proposed building, was, after a thorough examination into the situation, decided by the Board to be undesirable as a location for a school building. There were two reasons for this decision. The first was its nearness to the railroad. All the trains coming from Chicago whistled for the station while passing that place. This of itself was enough to condemn it as a location for a schoolhouse. The Fifth Ward School was at that time a good object lesson on this point. The second reason was that the building was intended to relieve the Fourth Ward School as well as the Third Ward. To do this it must take the pupils living north of Main street and east of the Burlington railroad. The only way for the children to come to the proposed new school from that section was through the viaduct on North street. Accordingly in March, 1889, three lots on the northeast corner of North and Pearl streets were purchased of George F. Peck for $2,050. The lot on Losey street was deeded back to Mr. Peck on his surrendering the note of $750, which was the price the Board had agreed to pay for it. This change of location stirred up a vigorous opposition on the part of some. A petition protesting strongly against the change was filed with the Board, but it wisely stood firm on the question, being satisfied that its decision was right.

The Lincoln School.

The plans of the new school, which was to be a four-room brick building, were made by J. W. Ross, of Davenport, Iowa, at a cost of $150. After changing the plans once and advertising for bids twice, the contract was finally let, May 27, 1889, to T. M. Mercer, of Lewistown, Ill., for $12,420. The Ruttan Manufacturing Co. was given the contract for heating and ventilating for $941.25. The seating of the building cost $550. F. S. Bartlett was paid $100 for superintending the construction. The total cost of this school when completed, including the lot, was $16,211.25. The building was to be ready for occupancy by the first of January, 1890, but the contractor did not get it completed until the middle of the month. For this delay he was required to forfeit $200. The school was named, on motion of Director Murdoch, the Lincoln School, and a stone tablet bearing the name and date of erection was placed over the entrance. When the building was accepted from the contractor Director Murdoch presented the Board of Education with a flag to float over it. In presenting it he suggested that each of the public schools should be supplied with a flagstaff and a United States flag to be displayed on national holidays and on special occasions. This suggestion was afterwards carried out.

Naming the Schools.

It was at that time that the different ward schools were given their present names in place of the ward number. At the time many thought this was one of the fads of the Board, a useless display of sentiment, an attempt to honor some one. Sentiment may have suggested the names given the different schools, but it was common sense that suggested that the schools should no longer be known by the names of the political wards. The reason for doing it, however, was that after the building of the Lincoln School the boundaries of the schools were so changed that none of them any longer corresponded to the ward boundaries. It was misleading and caused no little confusion among the people to call a school by the ward

number and to tell some of the children living in that ward that they must attend another school. It was perplexing to the mind of the foreigner, and it had the appearance of favoritism.

At the January meeting of 1890 Director O. F. Price offered the following resolutions: "Resolved, That in honor of the late J. P. Weston, once distinguished president of Lombard University, the Fourth Ward School be named and hereafter known as the 'Weston School': That in honor of the late George W. Gale, a former distinguished citizen and honored founder of the city, the Third Ward School be named and hereafter known as the 'Gale School': That in honor of the late Charles B. Lawrence, a former citizen and honored judge of the Circuit Court of this Judicial Circuit and afterwards a distinguished Justice of our State Supreme Court, the Sixth Ward School be named and hereafter known as the 'Lawrence School'." At the request of Mr. Price the resolution was laid over for final action until the regular meeting in March. At the meeting in March Director G. A. Murdoch suggested the following names for the schools: for the Third Ward, the "Brown School," in honor of George W. Brown; for the Fourth Ward, the "Weston School," in honor of the late James P. Weston; for the Fifth Ward, the "Cooke School," in honor of the late Milo D. Cooke; for the Sixth Ward, the "Bateman School," in honor of Newton Bateman; for the Seventh Ward, the "Logan School," in honor of the late General John A. Logan. Director F. F. Cooke suggested that one of the schools be named in honor of the late H. H. Hitchcock. On motion of Director Price "the petitions and resolutions in reference to the naming of the school buildings were laid over until the regular meeting in May." At the May meeting the resolutions of Directors Price and Murdoch for naming the schoolhouses were taken up and after some discussion and amendments the following names were given by the Board of Education to the different schools: On motion

of Director Price the Fourth Ward School was named the Weston School in honor of James P. Weston. On motion of Director F. F. Cooke the Third Ward School was named the Hitchcock School in honor of the late H. H. Hitchcock. On motion of Director Murdoch the Sixth Ward School was named the Bateman School. On motion of Director Murdoch the Fifth Ward School was named the Cooke School in honor of the late M. D. Cooke. On motion of Director Price the Seventh Ward School was named the Douglas School in honor of the late Stephen A. Douglas.

In 1896 at the suggestion of Director Mrs. Henry W. Read the Grammar School, by which designation the old High School building was known after the High School moved into the new High School building in 1888, was named the Churchill School, in honor of Professor George Churchill, who was then living.

No More Bonds to be Issued.

If the policy of reducing the number of pupils in a room to forty was to be carried out a dozen more schoolrooms were needed in 1892. The Board was willing to provide these additional rooms if the necessary funds could be raised. A bonded indebtedness of $41,000 had been placed on the district in the last four years by building the new High School and the Lincoln School. The running expenses of the schools had also been greatly increased by the additional teachers required for these schools. The Board remembering the experience it had passed through in building the ward schools, determined if possible to avoid having it repeated. It decided not to ask for the authority to issue any more bonds, but to pay for the buildings as they were erected by spreading the cost of each over two tax levies.

New Policy as to Size of Buildings Adopted.

The next question to be decided was the size and location of the buildings. The Board finally determined on an entirely different policy from that which had been followed in the past, and the effect of its decision marks a distinctly new era in the

history of our schools. When the district was organized the first building to be erected was a large central one, called the High School, now the Churchill School. As the city grew small buildings of four rooms each were built in the different parts of the district. When these buildings became crowded the more advanced pupils were transferred to the large central building, this transfer of pupils generally occurring at the close of the fifth grade. This required children of ten or twelve years of age to come from the extreme limits of the district to the High School building. This plan, which was suggested by Horace Mann in his address at the old First Church, was an excellent one when the district had a population of six thousand or less, but when it grew to have more than double that population the policy became an unwise one. As the city increased in numbers its population became more dense. The territory which at one time had not enough children to fill a four-room building, in some cases soon had pupils enough to fill a building twice as large. For the purpose of the best classification of pupils a school building should be large enough to accommodate all the eight grades below the high school and allow each grade to be divided into at least two classes —three would be better. In order to do this it requires a building of at least eight rooms—preferably twelve.

The Board in adopting the policy of putting up large buildings was influenced not a little by financial reasons. The grounds for a large building would cost no more than for a small one. The cost of construction would be less in proportion to its size than that of a smaller building, and the expense of maintaining it, providing fuel, janitor service, etc., would also be less. Again, if large buildings were more desirable for school purposes, the logical thing to do would be to build on to the present ones. To do this it would not be necessary to purchase any land, which would be a saving of two thousand dollars or more for each building. Another reason that influenced the Board was that the

buildings of the city at that time were lacking in some important features that time and experience had demonstrated as most essential, such as methods of lighting, heating, ventilation, and toilet accommodations. Building an addition to a school would give the Board an opportunity to make the entire structure modern. For these reasons the Board felt justified in making an experiment at least with one building, and at the November meeting of 1892 the matter was referred to the Building Committee, on motion of Director L. T. Stone.

An Addition Made to the Hitchcock School.

The committee reported in favor of building an addition of five rooms and an office to the Hitchcock School, thus making it a nine-room building. N. K. Aldrich was employed as the architect to prepare the plans and superintend the construction, for which services he received $250. The contract for building the addition, which was to be completed by the first of September, 1893, was let to Peter T. Olson on April 20th of that year, for $10,963. Extras amounting to $450 were afterwards added. The heating plant in the old building, which was a Haxtun steam heater, was enlarged sufficiently to heat the new part and to provide a system of "direct-indirect ventilation" for the entire building. The cost was $1,199. The Smead dry closet system was installed at a cost of $385. The furniture for the new part was purchased of the U. S. School Furniture Co. for $600. The total cost of the addition amounted to $13,847. School was opened in all the eight grades in September, 1893.

The Disadvantage of Pupils Changing Schools in the Fourth and Fifth Grades.

The experiment of converting the Hitchcock building into a grammar school, that is, a school which prepares the pupils for admission to the High School, was a decided success from the first, and especially popular with the patrons. They considered it a great advantage to have their children prepared for the High School in their own local district. The other sections of the city soon made it known

that they, too, wanted their buildings enlarged into grammar schools, and the Board accordingly enlarged the other buildings from time to time when it became necessary to provide additional school accommodations. This changing of the ward schools into grammar schools has no doubt added two to three years to the school life of many children, for a certain class of parents feel that when their children have gone through the local school it is time for them to go to work. Then, too, there is no period in the school life of children when they are so willing to leave school as in the fourth and fifth grades. They have gotten a general knowledge of the mechanical part of the work but they have not yet grasped the thought part. They have gone long enough to know what school is, but not far enough to know what it means. Pupils in any grade as a rule dislike to go to a new school and when the change comes in these grades some of those left largely to their own wills quit school entirely.

Addition to Weston School.

In June, 1894, the Board began to plan for making an addition to the Weston School. Wm. Wolf was engaged as architect and superintendent of construction, for which he was paid $300. The different systems of heating and ventilating then in use were thoroughly investigated. A committee consisting of Director L. N. Thompson and the Superintendent visited a number of school buildings in Chicago, Grand Rapids, Muskegon and Peoria in which different systems of heating and ventilating were used; and on their return reported to the Board that in their opinion the Johnson Blast System was the best, the Smead Fan System second, and the Dickson System third. The bid of the Southern Smead Heating and Ventilating Co. for $3,297 was accepted on motion of Director Stone. At that time this was a great step in advance for the Board of Education to take in the matter of ventilation. The system then installed in the Weston School was doing service at the close of this period. The contract for building this addition was awarded to A. C. Johnson,

February 15, 1895, for $17,400. The school was closed two weeks earlier than usual in the spring in order to give the contractor time to have the building completed for the opening of schools the following September. The addition consisted of seven rooms, an auditorium and an office, and the old part was so completely transformed that the teachers and pupils could with difficulty find and recognize their former rooms. The Johnson Automatic Temperature Regulation was placed in each of the thirteen rooms at an expense of $850. The contract for furniture was given to the Piqua School Furniture Co. for $633.99, and the seating of the auditorium was done by the U. S. School Furniture Co. for $316.15. The Weston School was at that date the largest and most imposing school building in the city, and in its construction three distinctly new features were introduced all of which have been placed in every building since erected, with one exception. These new features were: mechanical ventilation, automatic temperature regulation, and an auditorium. The total cost of enlarging and remodeling the Weston School was $22,797.14.

An Addition Made to the High School.

Before the addition to the Weston School was completed the attention of the Board was again called to the needs of the High School and the Central Primary for a larger building. Temporary relief was provided in the summer of 1895 by purchasing the Jacobi property situated between the High School and the Grammar School. This property cost $5,000, and a part of the Central Primary was transferred to it at the opening of schools in September, 1895. At the regular meeting in November, 1895, a special committee consisting of Directors L. T. Stone and J. W. Hammond was appointed to examine into the needs of the schools for more room and to report at the next regular meeting. The report of that committee is here given as it is a statement of the conditions then existing, made at that time by members of the Board; and for this reason it is deemed worthy of preservation as being a

good example of how the Board in those days prepared for a possible crisis. Its policy was one of educating the people in advance.

"Report of the Special Committee.

Galesburg, Ill., Dec. 9, 1895.

Honorable Board of Education.

Ladies and Gentlemen:—Your Special Committee appointed at the November meeting of the Board to examine into the need of more school accommodations and to report at this meeting, would ask leave to make the following report: According to the November report which has been read to-night, there are 281 pupils in the High School. The building now contains 285 desks, or sittings, but there are fifty more desks in the Study Hall than there should be. The increase this year over last year is sixty-one pupils, and provision should be made for the fifty extra desks now in the Study Hall. This would require accommodation to be made for 111 additional pupils. It is pertinent to ask here if it is reasonable to expect the High School to increase as much next year. In the past ten years the High School has grown from 90 to 281, an increase of 191, or 212 per cent. These facts would seem to make it imperative on this Board to provide for at least one hundred additional sittings for the High School. While this is being done would it not be good policy, viewed from every standpoint, to make a reasonable provision for the future? Your committee is of the opinion that an addition can be made to the present High School building which will give it capacity to accommodate 450 to 500 pupils, and it recommends that an architect be consulted to determine if such a plan is practicable, and the cost of the same. It is the opinion of your committee that something must be done to increase the capacity of the High School and that before September, 1896. Further than this more room is needed for the grades. It goes without questioning that justice cannot be done to pupils where there are more than forty in a room. On this basis eight additional rooms are needed now, to say nothing of the future. Still further your committee believes that the manual training department should have larger and better accommodations. To do all this will require a large amount of money. Your committee is not prepared to make any further recommendations, but it feels that these facts should be made known to the people and carefully considered by this Board.

Signed, L. T. Stone.

J. W. Hammond."

Plans for the Addition.

The committee was continued and instructed to consult an architect to see if the proposed addition to the High School building could be made and what the probable cost would be. As a result of this investigation Wm. Wolf prepared plans for a large addition, and the contract for building the same was awarded, April 8, 1896, to Peter T. Olson for $12,771.86. The same system of heating and ventilating as was placed in the Weston School the previous year was installed in this building by the Soper Foundry Co., of Bloomington, for $3,170. The Johnson Automatic Temperature Regulation was placed in all the rooms at an expense of $1,000. The furniture contract was given to the U. S. School Furniture Co. for $826.27. Wm. Wolf was paid $100 for making the plans and S. J. Parry, $100 for superintending the construction. The total cost of this addition to the High School, which was completed and ready for occupancy in September, 1896, was $17,968.13. The exterior of the building remained unchanged from that date until it was destroyed by fire in 1904.

Hunt Property Purchased.

The High School continuing to increase in numbers, it became necessary in the summer of 1898 to find other quarters for that part of the Central Primary that had been left there in 1895, when the Jacobi property was purchased. The Hunt property, which joined the Churchill School, was purchased for this purpose for $4,000, and during the summer vacation the building was converted into four small schoolrooms at little expense. When the schools opened in September, 1898, the High School for the first time occupied every part of its own building. The Central Primary was housed in the Jacobi and Hunt buildings, one fronting on Broad street and the other on Cedar street, a walk extending between the two.

Addition Made to Bateman School.

At the November meeting of the Board in 1898 the Building Committee was authorized to have plans made for a four-room addition to the Bateman School. The plans for this addition, drawn by

Wm. Wolf, were accepted and adopted by the Board in March, 1899, and at the April meeting the contract was let to Peter T. Olson, his bid, $11,763, being the lowest submitted. The Dickson system of heating and ventilating, with the Dickson closets, was adopted for this building, the cost of the same being $3,150. Before taking this action the Board sent a committee to examine several buildings where this system had been in use for years, and the report of the committee was strongly in its favor. Automatic temperature regulation was placed in each room at an expense of $415. The contract for seating the building was let to the Grand Rapids School Furniture Co. for $590.40. The architect was paid $350 for his plans and for superintending the construction. The total cost of the addition which consisted of five schoolrooms, an auditorium and an office, together with remodeling the old part, amounted to $16,268.40. The building was completed in time for the opening of schools in September, 1899.

Addition to Lincoln School.

After resting a year the Board, in the summer of 1901, made an addition of five schoolrooms, an office and auditorium to the Lincoln School. The plans were prepared by Wm. Wolf and the work of construction was superintended by him; for both these services he was paid $500. J. A. Ream, who graduated from the High School in 1887, built this addition. He was the lowest bidder, his bid being $14,568. He was allowed $218 additional for extras. The American Warming and Ventilating Co. was awarded the contract for heating and ventilating for $2,199. The Company used the furnaces taken out of the High School building at that time and made a furnace blast system of it. This was a costly experiment for the Company, as the furnaces proved not to have the capacity for providing sufficient heat for a fan system; but the Company showed no disposition to avoid its responsibility, for in the winter vacation of that year it took out the old furnaces and installed a complete set of new furnaces adapted for the use

of a fan. It did this voluntarily and without any additional expense to the Board. At the close of this period the plant thus installed was one of the best heating and ventilating systems in use in the schools. Thermostats, providing automatic temperature regulation, were placed in each room at a cost of $400. The furniture for the new schoolrooms and the auditorium cost $536. The cost of this addition when completed amounted to $18,421.

Heating Plant in High School Changed to Steam.

In 1901 the High School was again crowded beyond its capacity, and three rooms were made and fitted up in the east part of the third floor of that building. J. C. Tate received the contract for this work, his bid being $2,210. The High School building had now become too large to be heated satisfactorily with furnaces and it was necessary to change the heating plant to steam. The American Warming and Ventilating Co. was given the contract to make this change for $6,000, in the summer of 1901. This included a fan system of ventilation. The additional thermostats required cost $400, and the furniture $400, making the improvements on the High School at that time amount to $9,010.

Addition Made to Douglas School.

After spending such a large amount of money on the Lincoln addition and the High School improvements in 1901, had the Board followed its usual custom, it would have waited a year or two before making other improvements; but the demand for more school accommodations in the Douglas district was so urgent that it built an addition to that school in the summer of 1902. Wm. Wolf was the architect and superintendent of construction, and was paid $250. Peter T. Olson was the contractor, his bid of $9,367 being the lowest. When his work was completed he was allowed $332.50 additional for extra work. Dry closets had been placed in all the buildings remodeled up to that date, but it was decided to install a system of water closets in the Douglas School. Some thought this was making a great improvement, but the clos-

ets proved to be the most unsanitary and unsatisfactory of any used in the schools. This was because they were not ventilated. The contract for enlarging the heating plant when this addition was built, was given to C. S. Telford for $700. A. H. Anderson & Co. received the furniture contract, which amounted to $318.90. The total cost of this addition, consisting of three schoolrooms, an auditorium and an office, amounted to $10,968.40.

Building the Central Primary.

The time for the Central Primary School to have a new building arrived at last in 1903. All the other schools in the city had had their buildings either built new, or remodeled, since the beginning of the second era of schoolhouse building in 1888. During all these years the Central Primary waited patiently, accommodating itself the best it could in an old church or in old dwelling houses, except for a few years when it had for its own home the first floor of the High School building. As the Board thought that with the erection of a building for the Central Primary its work of providing schoolhouses would be completed for some years, it determined to make amends for its past neglect of this school by now building for it the best school home in the city. At the March meeting of 1903 it was voted, on motion of Director Stone, "That the Board proceed to erect a Primary School building this year." More troubles and delays were encountered in the construction of this building than in all the others combined.

Choosing an Architect.

The first difficulty arose over the selection of an architect. With the exception of the Hitchcock School, Wm. Wolf had been the architect to make the plans for remodeling all the other buildings. It is true his plans had been adopted in competition with other architects, as in the cases of the High School and the Bateman School. Now that a new building was to be erected there was a strong competition among the architects. Mr. Wolf claimed that as he had done all the "patchwork" for

the Board, he should in justice be given the new building to show what he could do when he was not limited in his architectural plans by having to make them conform in some degree to an old building. His competitors and their friends claimed that it should be given to one of them, as Mr. Wolf had already had his share of the school work. It was finally decided in favor of Mr. Wolf. For his plans and for superintending the work he was paid $582.71.

The Material Used.

The next trouble arose when it became time to decide on the kind of material to be used in the construction of the building. The contract, as let in June, 1903, to Peter T. Olson for $33,597—this being the lowest bid—called for a brick building with a stone entrance. Later the Board voted to make the entire building a stone veneer, and the contract was accordingly changed. The stone chosen did not please the unsuccessful bidders. They and their friends protested vigorously against the use of the stone selected. Finally a legal question was raised by the objectors and, as a result, the Board decided to change back to brick and finish the building in accordance with the original contract.

Other Contracts.

The contract for heating and ventilating was originally let for a furnace blast system, to Lewis and Kitchen for $3,918. This included a system of ventilated water closets. The plan for heating was afterwards changed to a steam system and connected with the McKinley city heating system at an additional cost of $1,361.38. The contract for temperature regulation was let for $685. The total contracts for this building amounted to $40,144.09. On motion of Director Stone it was named the Central School. It was rather remarkable that all the discussion in consequence of these changes caused no division in the Board at any time when it came to act.

The Building Completed.

The building would have been completed by Christmas of 1903, had it not been for the delays caused by the changes made. As it was, only the first story

was completed when cold weather put an end to the work for that year. The work had hardly been resumed in the spring of 1904 when the High School building standing a few feet south of it was totally destroyed by fire. The Central School was completed during the summer of 1904, and it was occupied for nearly two years by the High School while its own home was in the process of construction. In the meantime the pupils of the Central Primary were accommodated in the same rooms they had occupied the previous two years—two rooms in the Churchill and the frame "Annex" on Cedar street.

The District Found Prepared to Build a High School.

For several years the Board of Education had been looking forward to the completion of a Central Primary building as a time for general relaxation in the building line; and now because of the entire destruction of the High School building by fire on the night of April 10, 1904, the Board and the people of Galesburg were called to meet a really great and important building proposition, all their former experiences of that kind being insignificant in comparison with it. The situation was not, however, without its elements of advantage. The extensive experience the Board had had in building was a good preparation for undertaking a work of such magnitude. Then, also, the policy of paying for each building as it was constructed, which had been followed for years, found the district at that time free from indebtedness This is a good example of unconscious preparation for an emergency. This made it possible for the Board, provided the people were willing, to issue bonds sufficient to build a high school of the finest type. Had a different course been followed, had bonds been issued for making the improvements of the previous ten years, the district would have been hopelessly handicapped at a critical time. As it was, everything was favorable to the erecting of just such a building as the people desired.

Galesburg High School Building a Pioneer.

It should be remembered that the importance of the high school in public education was not then so generally recognized as it is to-day. At that time no city in the state had erected a really fine and modern building for its high school. There was one such building in Joliet, but it was a township high school. The high school was still generally regarded as merely a college preparatory school and did not appeal strongly to the people as their school. When one of the larger cities of Illinois to-day builds a high school, it makes it the finest public building in the city. It was not so when the present Galesburg High School was built. That building was the pioneer of high school buildings in the state. The Board and the people have since had reason to congratulate themselves on having had a vision and rising to it.

One Hundred Thousand Dollars Voted for a High School Building.

At a meeting of the Board of Education, held five days after the fire, for the purpose of determining what steps should be taken to secure a new building, it was conceded by all that it would be necessary to raise the money by an issue of bonds. The only question was the amount to ask for. The sum first suggested was $60,000, but as the different members of the Board discussed the future needs of the school as well as those of the present, its relation to the other schools of the city, the well known pride the people take in education, and the prominence that even the location would give to the building, the amount rose until $100,000 was thought to be needed; and the Board with all the members present decided by a unanimous vote to ask the citizens for the authority to issue bonds to the amount of $100,000 for a new High School building. The election was called for April 2nd. The proposition was thoroughly discussed by the city press and the people on the streets. At one time many thought that a sentiment unfavorable to the issuing of the bonds was forming. The Board met informally with all the members present and prepared a statement of the situa-

OLD ACADEMY
USED BY HIGH SCHOOL, 1861-1865

BAPTIST CHURCH
HIGH SCHOOL FROM 1865 TO 1867

CHURCHILL SCHOOL
HIGH SCHOOL OCCUPIED ONE HALF OF SECOND FLOOR
FROM JAN 1867, TO SEPT. 1888

BUILDINGS USED BY THE HIGH SCHOOL.

1888-1896

HIGH SCHOOL

1896 TO APRIL 10, 1904

BUILDINGS USED BY THE HIGH SCHOOL.

HIGH SCHOOL

Location, corner of Broad and Tompkins Streets. Dimensions, 128x178 feet, containing 34 rooms and a Study Hall, 82½x104½ feet. Seating capacity of Study Hall, 800 (single desks); also a Gymnasium, with Dressing Rooms. Built in 1906. Cost of plant, $134,341.

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tion for the public which was printed in the city papers. When the election day came great interest was taken in the voting, and the favorable attitude of the people towards issuing the bonds was shown by 1,198 votes cast for the bonds to 160 against.

Selling of the Bonds.

The bonds were to draw four and one-half per cent interest and to be paid in amounts of $10,000 on September of every year, beginning with 1907. The condition of the money market was not favorable at that time for the selling of bonds and it was predicted by some that they could not be sold at par, in which case they could not be issued. The Board felt greatly relieved, when the date for selling the bonds arrived, to get a bid from the First National Bank of Chicago for the entire amount with $2,500 premium, the bank to furnish the bonds free of charge to the Board of Education. The bid was accepted on condition that the bank would pay three per cent interest on monthly balances until the money was all drawn. As the money was not expended for nearly two years the arrangement brought into the treasury of the Board of Education a little over $3,000. Thus the bonds were disposed of in a way that netted the district $5,500 more than par. Director L. F. Wertman was chairman of the Finance Committee at that time, and he took great interest in securing for the Board the most favorable sale of the bonds.

The Method of Obtaining the Plans.

With the bonds sold, the next thing to do was to get the plans for the building. This was done not according to the usual custom of advertising for plans to be submitted by different architects, over which to wrangle and finally to select one only partially satisfactory to the Board and entirely objectionable in the opinion of the architects whose plans were not accepted, but by choosing a competent architect and having him incorporate the ideas of the Board into his plans. A committee consisting of Director L. F. Wertman, J. Grant Beadle, the architect, the Superintendent of Schools and the Principal of the High

School, made a tour of inspection. They examined a half dozen buildings recently constructed and had the architect carefully note the desirable features and as carefully those to be avoided. In this way the interior arrangement of the building was determined but the exterior was left entirely to the architect.

Cost of the Building.

As is usually the case when it came to opening the bids for the building the plans were found to be too expensive. They were modified and other bids were called for, as a result of which the contract was let, July 27, 1904, to Davidson and Rundquist, the lowest bidders, for $95,923. The stone was afterwards changed from Lake Superior rain drop stone to Berea sand stone, which reduced the above bid to $89,623. Plate glass was later sustituted for the common glass at an additional cost of $3,000. Separate contracts were made for lockers, $1,502; hardware, $1,017; light fixtures, $697; and other extras, $994. J. Grant Beadle was paid $500 for the plans and two and one-half per cent, or $2,500, for superintending the construction; he to furnish a competent man, acceptable to the Board, who should be on the grounds every hour that work was in progress. The gymnasium and shower baths, which were finished sometime after the building was occupied, cost $1,606. The sum of these different items amounted to $11,816, which, added to the original contract $89,633, made the building alone cost $101,439. The heating and ventilating, which was a steam blast system, was let to Lewis and Kitchen for $11,833. This contract of Lewis and Kitchen included the radiation, fans, motors, heat regulation and the closets with the necessary plumbing.

In order to have sufficient ground on which to place the building it was necessary to secure the Strong property, which joined the original High School lot on the west. This was purchased May 9, 1904, for $5,500.

Furnishing the Building.

The Board had an interesting experience in purchasing the furniture. The law requiring all state institutions to buy their furniture of the prison industries went into effect July 1, 1904, and it was held at that time that the law applied to the public schools. To equip such a building with furniture made by convicts did not seem to be the fitting thing to do, and there was a disposition to avoid it if possible. The matter was taken up by a special committee with the Prison Board of Industries. A release from purchasing the prison-made desks was obtained on the ground that a particular kind of desk, the manufacture of which was covered by patents, was wanted—demanded even. The committee also secured from the Prison Board the prices it would charge for the furniture for the laboratories and the commercial department, for the reason that it was necessary to know the cost before placing the order as the price might have much to do in determining the amount purchased. Bids for exactly the same pieces of furniture as shown by blue-prints furnished all the parties, were obtained from two well known manufacturers. The price for the prison-made furniture was $3,441.45, and the bid of Knostman-Peterson Furniture Co., of Davenport, Iowa, for the same kind and amount was $2,306.94. The bid of the Quincy Show Case Works was just $3,000. The Board referred the matter back to the committee with power to act, but before any action was taken by the committee a temporary injunction was issued by the Circuit Court on the petition of George Shumway, Esq., restraining the Board of Education from buying furniture from any but the lowest responsible bidder. By default on the part of the Board of Education the injunction was made permanent. In this way was the Board released from purchasing prison-made furniture, much to the financial benefit of the district. The furniture for the laboratories and commercial department cost $2,306.94, and the other furniture for the building

$2,840.60, making the total cost of the furniture when the school was first opened, $5,147.54.

The cost of the High School plant when completed was:

Total Cost.

Building	$101,439.00
Heating and ventilating apparatus located in the building	11,833.00
Furniture	5,147.54
Land purchased	5,500.00
Total amount	$123,919.54

A Heating Plant Considered.

There were some interesting facts connected with the building of the heating plant. It is a good example of the way in which an emergency was met. When the High School building was burned the Board at first thought that it would be a good plan to build a separate heating plant to furnish the heat for the three school buildings which would be situated on that block. A committee was appointed to investigate the subject, but the cost was found to be so great that it seemed unadvisable to consider the matter further. The McKinley city heating plant came forward at that time with a plausible solution. It proposed to furnish the heat by extending one of its mains past the three buildings. The public, which was taking a lively interest in the matter, thought that this was undoubtedly the thing to do. The company was heating the business houses satisfactorily, and it was claimed that it could heat the schoolhouses just as well and much more cheaply than the Board could do it with its own heating plant, which would cost thousands of dollars to build and which would be a constant source of expense to maintain. There was one important item which was not considered, namely, that the business houses were heated by direct radiation, while the schoolhouses would be heated by blast systems, by fans driving the cold air over the radiating coils. Public opinion soon became so pronounced that the wise

thing to do was at least to give the McKinley plant a trial. This could be done at no great expense with the Central School, which was then in process of construction. A contract was accordingly made with the McKinley company to heat the Central School for $503 a year, and a proposition to heat the High School for $2,330.73 per year was accepted. As a result of this contract the plans of the High School building were drawn without making any provision for placing a heating plant in the building. By the time the winter of 1904-05 was over, every one, even the company itself, was convinced that it was impossible to heat the school buildings from the city heating plant. There had not been a week for months when it was not necessary to close the school for one or more half days. The McKinley company notified the Board of Education that it would not undertake to heat the High School and that it would not renew its contract for heating the Central School for another year. The High School building would be completed within a few months and there was no provision in the construction for a heating plant. This was also true of the Central School. The only possible thing to do under these circumstances was to build a separate heating plant. That which a year before was regarded as impossible was now the only thing that could be done. But where was the money to come from? There had been no provision made in the tax levy for such an expenditure, and the Board would not entertain the idea of asking for more bonds.

How the Money Was Raised.

The heating plant was built in the summer of 1905, and it was paid for with the money already in the treasury reserved for the purpose of paying the teachers' salaries until the next taxes became due. The teachers also received their salaries as usual when they became due. There is a provision in the school law that allows boards of education, when the salary of a teacher becomes due and there is no money in the treasury, to write on the back of the order, "No Funds" and it draws interest

at the rate of seven per cent. The finance committee arranged to have these orders cashed at six per cent interest. No interest on the money thus used for the heating plant began to accrue until October, when the first pay-roll became due, and then only on the amount of one month's salary. This amount was increased every thirty days by another month's salary until sufficient taxes came in to meet the pay-roll. The interest thus paid on the money used to build the heating plant amounted in all to less than $500. This was certainly a much cheaper way to pay for the building than to issue bonds. This method of meeting an unexpected expenditure was frequently resorted to during this period. It is certainly a sensible and economical way to do in such cases, and there can be no legal objection to transferring money from one of the two school funds to the other so long as the sum used in any one year does not exceed the amount the law allows to be used for that purpose.

Building of the Heating Plant.

The contract for the building and the stack of the heating plant was let to Peter T. Olson, for $8,563, and the contract for the equipment was given to Lewis and Kitchen, of Chicago, for $11,676, these being the lowest bids. M. E. Sweeney was paid $300 for superintending the work of construction. Thus the total cost of the heating plant was $20,539. This plant furnishes the heat, the light and the power for the High School, the Central School and the Churchill School. Since it began operation in the fall of 1905 it has given what might be called perfect satisfaction at all times and in all respects, thus proving itself to be one of the best investments the Board ever made.

The care that has always been exercised in operating the plant and the perfect condition in which it has been kept by Wm. Richardson, the engineer in charge, demonstrates that the public can conduct such an enterprise as successfully and economically as a private party.

Opening of the High School Building.

The High School building was completed and opened on Lincoln's birthday, February 12, 1906, with appropriate ceremonies. The State Superintendent, Hon. Alfred Bayliss, and William Hawley Smith delivered the principal addresses. On the afternoon and evening of that day some five thousand citizens inspected the building. Nothing but words of satisfaction and praise were heard from any one, and the verdict of that day has not been changed. It is worth mentioning here, as showing the spirit of the school, that the boys of the manual training department transferred all the desks and furniture they had been using in the Central School to the High School building, doing all the work and doing it in one day. With the completion of the new High School in February, 1906, ended the second period of schoolhouse building.

The Farnham School.

By 1910 the three schools north of Main street had become so crowded that it was imperative for the Board to provide more school accommodations. As a partial relief of the conditions, the Farnham School, a four-room building, was built in 1910-11. In September, 1910, three lots on the northwest corner of Farnham and Summit streets were purchased for $2,300 as grounds for this school. Two members of the Board, Directors Berry and Purington, and the Superintendent, with N. K. Aldrich, who had been chosen as the architect, were sent to Oak Park, Illinois, to examine some schoolhouses of a new type of architecture, that had been recently built. The Farnham School, which is an entirely different style of building from the others in the city, was the result of this trip. The contract for the building was let to John J. Dahlburg for $17,150, the contract for heating and ventilating, including toilets and heat regulation, to Lewis and Kitchen for $2,990, and the furniture contract to the Peabody School Furniture Co. for $492.40, these being the lowest bids submitted. N. K. Aldrich was paid $343 for the plans and specifications. W. M. Woolsey received $50 for superin-

tending the construction. The window shades cost $77.35; the electric wiring and fixtures, $134.80; the grading, $107.50; the walks, $654.90; the sewer, $241.40; extras on the general contract, $81; the teachers' chairs, $27.50; the clocks, $14.50; the examination of title and recording deeds, $27.40. Thus the Farnham School, including every item of expense, cost $24,291.75. The school was, on motion of Director L. T. Stone, named the Farnham School in honor of the late Eli Farnham, who taught the first public school in Galesburg, and whose residence was only a few rods north of where the schoolhouse stands.

2. OTHER PERMANENT IMPROVEMENTS.

Churchill Building Dry Closets.

A system of dry closets was installed in the Grammar (Churchill) School by the Smead Heating and Ventilating Co. in the summer of 1892, for $825. At the time it was made this was a great improvement. Prior to that date the closets had been in outbuildings, and their condition was a disgrace to a civilized community. For years one of the annual acts of the Board of Health had been to issue an order declaring them a public nuisance. The Board of Education was powerless to do anything as there were neither sewers, nor a water system, in the city. When the first investigating committee was sent out in 1887 to examine some recently constructed buildings, with a view of obtaining the latest ideas on school architecture and of incorporating them into the plans of the proposed new High School building, it found this system of closets in the Hyde Park High School. These closets had been in use a year, and they were considered by the authorities there as one of the marvels of the age. These closets were incorporated in the plans of the new High School building as one of the latest and best of the modern improvements. They proved satisfactory in that building, and no time was lost in placing them in the Grammar School after the Smead Company decided it was possible to

do so. It was not long before the dry closet system was generally condemned in the large cities, especially by plumbers. The closets, however, proved satisfactory wherever they were placed in a school building in Galesburg. The system is much more satisfactory and sanitary than the ordinary unventilated water closet. This was thoroughly demonstrated at the Douglas School, where it became necessary to tear out a system of water closets because they were not ventilated. No closet that is not ventilated is sanitary.

Steps Brought Inside the Building.

The schoolhouses in the city had like those of to-day high basements, but the steps leading to the first floor were all on the outside of the building. These steps, six to ten in number, generally made of stone and uncovered, were really dangerous to the pupils in the winter season. During the other seasons of the year, they were convenient and attractive places for rowdies and disreputable characters to congregate in the evenings. This led at times to the defacement of school property. The Grammar School had three such unsafe and undesirable entrances. In 1894 these steps had become so decayed that it was necessary to replace them with new ones. The Board took this opportunity to place them inside the building, another idea the committee had brought back from its trip of inspection. In making this change in the steps, all the entrances were made to open to the east, the object being to reduce as much as possible the drafts which blew through the halls in cold weather and which were a constant menace to the health of the teachers on the lower floor while they were attending to their hall duties at dismissions and recess. Wm. Wolf made the plans for remodeling these entrances and O. C. Housel, contractor, did the work for $689.

Tower of Churchill School Damaged by Fire.

In May, 1895, after the schools had closed for the year, the tower on the building was partially destroyed by a fire of unknown origin. The contract for repairing and remodeling it was let to Peter McL.

Davidson for $545. The amount expended on the Churchill building in this period, for permanent improvements, was $2,059.

Improvements on Cooke School.

Cooke School was connected with the city water system in the summer of 1896. When it became necessary, in 1897, to rebuild the steps of this building the entrances were remodeled and the steps were placed within the building, which was a great improvement. The plans for this change were made by Wm. Wolf for $25, and the contract for the work was let to A. C. Phillipson for $594. At the same time a system of dry closets was placed in the building by A. A. Ames for $250.

A Modern System of Ventilating Installed in Hitchcock School.

The Hitchcock building was the first to be remodeled and enlarged. At that date the ventilation of schoolhouses was in its infancy. As good a system of ventilation as was then known was placed in the building, but in time, as improvements in ventilation were made, this system came, properly enough, to be regarded by the patrons as very poor. In the fall of 1908 it at last got on the nerves of the people, and the Board decided to give the desired relief at once by installing during the Christmas vacation of that year the most improved blast system of ventilation, together with water closets and heat regulation. This improvement, which was made by Lewis and Kitchen, cost, when completed, $5,219.95.

Manual Training Addition Made to the High School.

The manual training quarters in the basement of the High School had always been objectionable on account of the noise made by the machinery. Then, too, they were neither large enough nor adapted to accommodate all the different kinds of work desired to be done in that department. In 1910 it was decided to build a separate manual training building, connecting it to the rooms used for that purpose in the High School building. Another object of building this addition was to have room enough to give manual

training to the boys in the seventh and eighth grades, thus making it a manual training center for the boys of the higher grades in the grammar schools. A strip of land 71 by 54¼ feet, lying between the High School and the heating plant, on which the building was placed, was purchased of S. C. Ayres for $1,300. The plans and specifications for the building were made by J. Grant Beadle, at a cost of $151.38. The contract for the building was let to P. O. Munson for $5,475. This amount included the cost of the bridge connecting the High School with the Central School, which was estimated at $300 by one of the bidders. The heating contract was let to Joseph Quigley for $494.40, and the plumbing contract to the C. S. Telford Co. for $490.15, thus making the total cost of this improvement amount to $7,910.93.

A Smoke Consumer for the Heating Plant.

The smoke from the heating plant was a source of real inconvenience to the people of that neighborhood, and occasionally some one would serve notice on the Board, threatening it with the direst consequences if the nuisance was not abated. There was no time when the Board would not have been glad to remove the cause of complaint had it known how to do it. In December, 1909, the G. H. Scharf Co. presented the merits of the automatic smoke consumer to the Board, with the proposition to install the device for $480, no money to be paid until the Board was satisfied that it would do all that was claimed for it. The proposition was accepted, and the smoke nuisance soon became a thing of the past.

Improvements Made at Douglas School.

By 1909 the water closets placed in the Douglas School at the time it was remodeled had become so unsanitary that it was necessary to replace them with others. Another system of water closets was installed and ventilation was provided for them by building a stack up through the central part of the building. This stack and the new closets cost $1,001. The stack was designed to be used as a flue for the heating apparatus and

to take care of a system of ventilation for the building. These two provisions made it more expensive than it would otherwise have been.

Humidity Device Installed in Bateman School.

In the winter of 1910-11 some of the people in the Bateman district thought that their school building was not properly ventilated. The Board employed S. R. Lewis, an expert heating and ventilating engineer of Chicago, to examine and test the apparatus. He reported that the volume of fresh air furnished each room, with one exception, was sufficient, but that the air, on account of the manner in which it was heated, was too dry. He recommended that a humidity device be installed in connection with the heating apparatus and also that an electric fan be placed in the intake duct of the room that was not receiving enough fresh air. On motion of Director Wertman the building committee was directed to install a humidistat and an electric fan as recommended by Mr. Lewis. The cost of this improvement was $458.92.

Addition Made to the Weston School Grounds.

At the February meeting of 1898 the Allen property, consisting of a house and lot joining the Weston School grounds on the east and fronting on Mulberry street, was purchased for $1,600. The object in buying this property was to enlarge the playgrounds. This was a good illustration of how public sentiment on the question of the size of school grounds had changed within thirty years. In 1868 the Board seriously considered selling a lot from the grounds they then had; in 1898 it bought a lot to add to it.

Addition Made to the Churchill Grounds.

In July of 1898 the Hunt property, joining the Churchill grounds on the south and fronting on Cedar street, was bought for $4,000. The immediate object of this purchase was to use the house as an annex for the Central Primary, while the ultimate end in view was the enlarging of the Churchill playgrounds. These were the only pieces of land purchased in this period

solely for the purpose of having more grounds for the buildings and pupils. It would be wisdom on the part of the Board to-day if it would adopt the policy of buying property adjoining any of the school grounds as it comes on the market, until every school in the city has an adequate playground.

Summary of Investments in Permanent Improvements.

The amounts invested in permanent improvements in the different periods of these fifty years are here given. Each total includes the cost of the land, building, heating and ventilating apparatus, closets and furniture; and the amount of each of these items may be learned by referring to the paragraphs that give an account of the construction of the building.

TABLE SHOWING COST OF PROPERTY OWNED BY THE BOARD OF EDUCATION IN 1911:

	1st Period 1861-1862	2nd Period 1862-1874	3rd Period 1874-1885	4th Period 1885-1911	Total
High School. ...	....	$ 3,600.00	$.....	$186,476.60	$190,076.60 a
Central School...	....	.....	... .	45,144.09	45,144.09
Churchill School.	....	59,269.91	3,681.50	6,951.50	69,902.91
Heating Plant...	....	.....	.....	21,019.00	21,019.00
Hitchcock School	...	1,200.00	15,875.00	19,066.95	36,141.95
Lincoln School ..	....	.....	.....	34,632.25	34,632.25
Farnham School.	....	.....	.....	24,691.75	24,691.75
Weston School ..	....	12,144.62	11,122.75	24,397.14	47,664.51 b
Douglas School..	....	435.00	12,477.86	12,861.90	25,774.76 c
Cooke School....	....	16,396.50	807.80	869.00	18,073.30
Bateman School.	....	.....	11,280.00	16,727.32	28,007.32
....	....	$ 93,046.03	$ 55,244.91	$392,837.50	$541,128.44

a. For this item to represent the cost of the High School property in 1911, it is necessary to deduct $1,100, the price paid for the old Baptist Church which was removed from the grounds in 1887 and $54,635.10, the loss by the fire of 1904, which would make the item $134,341.50.

b. This item should be reduced $6,723.75, the loss by the fire of 1882, which would make it $40,940.76.

c. This item should be reduced $435, the cost of the Depot School, a one-room schoolhouse built in 1862, which would make it $25,339.76.

These reductions amount to $62,893.85, which, taken from the grand total, leaves $477,834.59, the total cost of all the property owned by the Board of Education in 1911.

The cost of sewers, sidewalks and pavements is not included in these totals, except in the case of the Farnham School; nor are the expenditures that might be properly considered as ordinary repairs. The amounts for permanent improvements were raised by taxes as needed, except $63,000 in the second period and $141,000 in the fourth period, which were secured by issuing bonds. These bonds were all paid except $50,000 which had not yet matured. Thus it is seen that the amount invested in school property in the fifty years was on an average about $10,000 a year; for the last period it was $15,000 a year.

Schools in Buildings Other Than the Property of the Board.

The year previous to the opening of the new High School building in 1888, two rooms on the first floor of the City Hall on South Cherry street were occupied by a part of the Central Primary School. These rooms were again used for school purposes for four months in the fall of 1889, while the Lincoln School was being finished. They were closed when that building was opened in January, 1890. For one year, beginning in September, 1910, the Swedish Mission Chapel on the southeast corner of Losey and Irwin streets was rented for a school. These are the only two instances in the period when any of the schools occupied buildings that were not the property of the district, except when the High School, at the time its own building was burned, used Knox College, the Court House, etc., for two months in the spring of 1904.

3. PROTECTION FROM FIRE.

Fire Escapes.

The Board always exercised great care in guarding the children against the possibility of danger from fire in case a school building burned. In addition to the fire escape on the east side of the Churchill School,

ladders were purchased and stored near the building to be used in case it were necessary to take children from the third floor. A fire escape was placed on the High School building in 1901. In February, 1904, a Babcock fire extinguisher was placed in each building, and in the same year a Dow Cylindrical fire escape was placed at the west side of the Churchill building and one of the same make at the Douglas School. The cost of each of these Dow fire escapes was $892.50.

Fire-Drills.

The custom of having fire-drills frequently was insisted upon by the Board. In January, 1904, a resolution requiring each school to have at least one fire-drill every week was adopted. The resolution was soon amended by changing the fire-drills to once in two weeks. In 1908 the resolution was still further amended by requiring two fire-drills in each month of the fall terms and one in each month of the other two terms. The resolution made it the duty of the Superintendent to report monthly to the Board the number of fire-drills in each of the buildings. There was only one serious fire in this period. It is true that before the shingle roofs were displaced by tin and slate, it was not an uncommon occurrence to have a fire start on the roof of a schoolhouse, but these were always discovered and put out before any damage worth mentioning was done.

Fires.

There was a fire in the Douglas School, when it was known as the Seventh Ward School, that destroyed the floor in the room above the boiler, damaging the desks and books to a great extent. This fire occurred at night. In 1895, on Monday, June 3rd, after the schools had closed for the year, the tower on the Grammar (Churchill) School was damaged by fire to the extent of about $500. The burning of the High School building, however, was one of the most serious fires Galesburg ever had. It occurred on Sunday night, April 10, 1904, the alarm of fire being given at eight o'clock. The fire started in the basement and the origin of it was never definitely deter-

mined; the theory, however, that generally prevailed was that it was caused by spontaneous combustion of waste that had been used in cleaning the machinery. Owing to the size and construction of the building, the fire department, though it fought valiantly, was unable to get control of the fire and by twelve o'clock midnight the building was in ruins. When the west wall of the building fell, two men lost their lives: John B. Slater, the oldest member of the fire department, and Frank G. Stromsted, a citizen who was assisting in removing the goods from the Kindergarten Normal, which stood a few feet to the west of the building. The records of the school were the only thing saved, and these were secured by the Principal of the school, Mr. Frank D. Thomson, who entered the office, which was on the second floor, by means of a ladder, a difficult and dangerous undertaking on account of the dense smoke in that part of the building. The loss was estimated at that time to be $70,000, but it could not have been over $55,000. The amount of insurance on the building and contents was $24,500, which was paid in full. Some $800 worth of text-books belonging to the pupils were burned, but, through the good offices of the Text-book Committee, the publishers, without exception, were kind and generous enough to loan the pupils books with which to complete the work of the year. These books were all returned.

4. MUSIC, DRAWING AND PHYSICAL TRAINING.

Introduction of Music.

The question of teaching vocal music was taken up in the spring term of 1887. At a meeting of the Board in June of that year Mr. G. R. Housel presented the matter and submitted a proposition to furnish the books and to teach the subject. On motion of Director Merrill, his proposition was referred to the Teachers' Committee on a tie vote, the Mayor casting his vote in the affirmative. At the July meeting the proposition was rejected on the recommendation of the Teachers' Committee.

FOURTH WARD

The Representatives of the Fourth Ward on the Board of Education since its First Organization in June, 1861.

One year after the subject was first brought formally before the Board, a special committee composed of Directors Cooke, Price and Woods was appointed to consider the question of music in the schools; and at the next meeting, July 9, 1888, the committee reported in favor of the introduction of music and the employment of G. R. Housel as supervisor of the subject. Since that date music has been in the schools continually under the direction of a special supervisor and the question of discontinuing it has never been raised, its value as a branch of school work being fully recognized. In these twenty-three years there were only two supervisors of music, Mr. G. R. Housel and Miss Glaze Strong.

Introduction of Drawing.

While drawing had nominally been in the schools for several years, its introduction may properly be considered to date from the adoption of the Prang System of drawing, in June, 1891. A special supervisor, who gave but a small portion of her time to the Galesburg schools, was provided by the Prang Company, the Board of Education paying for her services. Drawing, from that date, became in reality a part of the education of the child, and its value was no longer questioned. This result could never have been obtained without the direction and help of a special supervisor of the subject.

Introduction of Physical Culture.

In the years to come it will be considered strange that the importance of physical culture as a part of the work of the public schools was not recognized earlier. The introduction of this subject found a strong advocate in Director Charles E. Johnson; and it was finally placed in the Galesburg schools in September, 1905, under the direction of Miss Soflena Mathis as supervisor. The importance of the care and development of the body will yet receive greater recognition by the public and by those in charge of educational institutions.

The delay in introducing music, drawing and physical culture was no doubt largely due to the lack of the neces-

sary preparation and training on the part of the regular teachers to do the work. To employ a sufficient number of specially trained instructors to pass from room to room and teach these subjects, entailed an expense that was prohibitive. The solution was found when it was demonstrated that the regular teacher could do the work under the supervision of a competent director of the subject. Competency in the supervisor was found to be a much more important factor than the amount of time she gave to supervision. At no time did the supervisor give more than three days in a week to the schools, some gave only two days. The supervisor always found it quite possible to arrange with some other city for the remainder of her time. In this way it is possible for a city the size of Galesburg to have as expert supervision as the the larger cities that pay the best salaries—and more of it when the comparative number of teachers is considered. For example, Miss Katherine K. Ball and Miss Jessie Buckner, who for years supervised the Drawing in the schools, are now and have been for years the supervisors of drawing in San Francisco and the State Normal School at Macomb, Illinois, respectively.

5. THE TRAINING SCHOOL.

Teachers' Training School Organized.

Of all the different elements that enter into the making of a system of good schools, the character of the corps of teachers is the most important. The real value of everything connected with a school system is determined by the quality of the work done by the individual teachers. The securing of good teachers is the most difficult, as well as the most important, problem a board of education has to solve. Wherever the appointing power may be lodged, however it may be surrounded by rules and regulations, and no matter how conscientiously it may be exercised, mistakes will be made; and it will not

be sufficient of itself to provide the most desirable teachers; for teachers, like persons in every form of activity, are made, developed in and by their work, and much depends on the start they get and the atmosphere in which they labor. In order that the persons appointed as teachers might begin their work under favorable conditions, the Training School was organized. In a city as large as Galesburg, with its two colleges which offer a liberal education but afford no special training for teaching, and from which most of the teachers of the schools would naturally come, such a school for theory and practice of teaching, under the direction of one experienced and skilled in the art, is particularly needed. When the Central Primary moved into its new home, the first floor of the new High School building, in September, 1888, it was made a Training School for teachers, not for all who desired to become teachers, but for those only whom the Board expected to appoint as regular teachers, should they show themselves fitted. To get a position in the Training School one was required to have a regular certificate from the County Superintendent and be appointed by the Board of Education. The merits of the applicant were as carefully scrutinized as if she were being appointed to a position as regular teacher. Each year there were appointed from four to seven such persons, the number of vacancies estimated to occur annually in the teaching force. These persons were paid a salary of $20 or $25 a month, according to their preparation.

Plan of the Training School.

The general plan of the work for the school was divided into two parts, theory and practice. Under theory, Halleck's Psychology, Baldwin's School Management, Page's Theory and Practice of Teaching were studied and also the Course of Study used in the Galesburg schools. Each week four meetings of the class were held for recitation. Under practice, each member of

the class had charge of a room of from twenty to twenty-five pupils for, at least, one term; they filled the temporary vacancies caused by the absence of the regular teachers and assisted in the different schools whenever over-crowding of pupils made such help necessary. This assistance was usually limited to the forenoon session. About one hundred pupils were taught by these teachers in training, and in this way they saved the salary paid them. It was feared that parents would object to having their children thus experimented with, but no such complaint was ever made, owing no doubt to the close and careful supervision of the work by the Training Teacher.

Advantages of the Training School.

The advantages of the Training School were many. At the end of the year the young ladies entered on their work as regular teachers with some conception of its meaning; they had some understanding of the Course of Study, the methods of instruction and the ways of management; they had to some extent become imbued with the spirit of the schools; and, above all, it had been discovered what grade of work each was best adapted by nature to do, which in many cases was a revelation to the teachers themselves. The occasion for the organization of the Training School was the introduction of kindergarten work and methods, which began in the last year of the previous period. The teachers felt the need of help in beginning the Kindergarten work, and some of them at their own expense took a course in the Kindergarten Normal. Miss F. Lilian Taylor was one of these, and after she graduated from the school she began to assist some of the teachers on Saturdays. This led, in 1886, to the Board's allowing time to Miss Taylor to give lessons in this work to such teachers as desired it. Her work was found to be so valuable that the Training School was organized in 1888, with Miss Taylor as the Training Teacher, which position she continued to hold through this period and in which she rendered the schools great service.

6. METHODS.

In this period there were many changes in the methods of teaching most of the subjects. Reading was considered the most important branch of study, and in the first three grades promotion depended mainly on the ability of the pupil to read. In the early years of this period reading was taught in the first grade, or year, from Leigh's Primer and a first reader. Miss Lucia L. Pettee was the first teacher to discard the use of this Primer with its peculiar type that represented to some extent the phonetic sounds of the letters, and to teach the pupils entirely from the blackboard until they were able to begin a first reader. Gradually the other teachers of the first grade were given the same privilege as they became convinced that they could do the work better in that way and were anxious to try it. It was one of the characteristics of this period that, as a rule, all changes in methods of teaching in the schools were brought about in this way, that is, by degrees as each teacher came to feel that she could do the work better by the new method. The doing away with ruled slates in the first grades came about in the same way as did also the substitution, in all the grades, of paper in place of slates. Generally each teacher was free to use her own methods so long as she succeeded in getting the work done. Rarely was any special method insisted on. The poorest work is sometimes done according to the best method where the method is not understood by the teacher. It was gradually discovered that the best way to teach children to read was to have them read—read many books of a similar grade; and the time-honored custom of keeping them an entire year in conning over one reader in each grade was dropped, particularly in the first three grades; and the practice of giving them several books to read in place of one was adopted. It was not uncommon for classes in the first grade to read as many as a dozen differ-

Reading.

ent books. The pupils were required to buy but one of these books, the others being supplied by the Board of Education.

Supplementary Reading.

The Board began buying books for this purpose in December, 1886, and after 1900 one hundred dollars a year was annually appropriated for their purchase. Twenty-five copies of practically all the best first readers published, and many others known as supplementary readers for that grade, were purchased for the pupils to read in the first grade. A liberal supply was also bought for each of the other grades. In the upper grades they were of a character to supplement the regular work, principally the work in geography and history, though some were selected for their literary merit alone. These books were kept in the Superintendent's office and the teachers sent for them as they were wanted, and returned them as soon as they had been read. Thus the same set of readers was read by as many as a half dozen different classes in one year. It was remarkable how long these books, which were the property of the Board and cared for by the teachers, lasted. A set of supplementary readers would last from three to ten years; and would be read by twenty to thirty different classes,—which is certainly one good reason for district ownership of schoolbooks.

During this period it was the custom of the Superintendent to hear the pupils read when they completed a grade.

For some years, beginning with 1900, the pupils of each room were required to memorize one poem each month as a part of their reading.

Arithmetic.

The treatment of arithmetic underwent quite a change in this period. The former method which had been used from time immemorial was to treat each division of the subject by itself and to hold the pupils on it until they were thought to have mastered it. For example, the fourth year was devoted entirely to the fundamental rules, the fifth year to fractions, the sixth year to decimals and measurements, the seventh year to percentage, and the

eighth year to the applications of percentage, square and cube root, mensuration, etc. There was no recognition of the fact that fractions are only a different form of division, and percentage another form of fractions, and that each is made up, as it were, of a series of layers increasing in degrees of difficulty and capable of being adapted to the developing capacity of the child; or, in other words, there was no attempt to present the simplest elements of these subdivisions to the child when he began the study of arithmetic and to advance him in them step by step as his mind developed. He was required to understand all of one subdivision before he was given the simplest elements of the next. Mastery of each topic was expected to be gained by working a great number of examples and problems according to the sample carefully worked out and placed at the beginning of the topic; and the numbers used in most of these examples and problems were far beyond the comprehension of the pupils. Thus the tendency of the work in arithmetic was to develop the powers of imitation in the child rather than his reasoning faculties. This tendency was still further increased by the conditions given in most of the problems, these being beyond the experience of the pupil. The universal criticism on the teaching of arithmetic had been for years that the results did not justify the time given to the subject, that at the best most pupils learned only to juggle with figures. To Professor Frank H. Hall is due the credit of being the first to break away from this traditional treatment of arithmetic and to write a series of books on an entirely new plan, named by him the "Spiral Method," in which arithmetic was treated as a unit and not as composed of a number of independent parts. He simplified the numbers used, brought the conditions of the problems within the range of the child's experience, and discarded the plan of arranging the examples and problems in groups according to the method of solving them, with an example of each worked out as a sample to be followed.

Thus he made the treatment of the subject one that would naturally tend to develop thought processes rather than to acquire the ability of juggling with figures. That the method, where it is strictly followed, is a great improvement on the old there can be no doubt, if the aim in arithmetic be to teach the pupils to think in numbers. So radical a change,—any change for that matter,—would naturally meet with some opposition, especially from those who attempted to do the impossible, namely, to teach the new books by the old method. Such was the experience in the Galesburg schools when the Hall arithmetics were adopted in 1901.

Language.

In 1885 there was a language book in the sixth and seventh grades, and a grammar in the eighth, the language work in the other five grades being done orally. There was at that time practically no graduation in this oral work, it being much the same in all the grades. As a result the work was unsatisfactory to the teachers and without interest to the pupils. In 1886 a definite outline for the oral work in language was prepared and printed. This outline was not made by the Superintendent but by the teachers. It was prepared in this way. The teachers of the first grade were called together, and they agreed on certain language facts that naturally came in their grade and which they thought could be easily taught. These facts they were more than willing to undertake to teach. The teachers of the second grade were then asked to meet and were given the language facts the teachers of the first grade proposed to teach. They were requested to add such additional facts as came naturally in their grade and were in their opinion within the range of the pupils' understanding. For the teaching of these facts the teachers of the second grade willingly agreed to be responsible. In this way the work for each of the other grades was determined. Six of the best language books then published were selected and carefully examined to find the page where any of the language facts in the proposed course of study were treated. The appro-

priate reference was printed below each fact given in the outline. A set of these books was purchased by the Board for each teacher and placed on her desk. By referring to these books the teachers could see how each fact was presented by one skilled in the teaching of language. This outline for oral language work was a great success from the first, and it may be found, slightly modified, in the course of study in use at the close of this period. In 1894 a carefully arranged and detailed course in composition was added to each grade. It consisted of exercises in dictation, reproduction, invention (a story suggested by a picture), description and letter-writing, with references to selections well adapted to each purpose, that could be found in the readers used. One exercise in each of these forms of composition was required every month from each pupil.

Geography and History.

In the first part of this period four years were given to geography beginning with the fourth grade, and history was begun and completed in the eighth year. Later this was considered to be too much time for geography and not enough for history. In 1897 the primary geography was placed in the fourth grade and the advanced geography in the fifth and sixth grades, to be reviewed in the last half of the eighth grade. At the same time a grammar school history was placed in the seventh and eighth grades. As early as 1889, a primary history was introduced in the fourth grade to be read as a supplementary reader, the books being furnished by the Board of Education.

Spelling.

At the beginning of this period a spelling book was used only in the seventh and eighth grades, spelling in the other grades being taught incidentally from the other text-books; particularly from the readers. In December, 1886, Sheldon's Word Study, a spelling book, was introduced in the schools on the recommendation of the Text-book Committee. It was placed in all the grades above the third. The teachers worked faithfully to teach spelling

from this book, but it was never a success. It was allowed gradually to drop out of the lower grades, but it was continued in the seventh and eighth grades until 1899. In that year a new method of teaching this subject was begun. The pupils of each grade were required to find for themselves the misspelled words in all their written work. These words were placed on the blackboard where they remained for one week, being used for lessons in spelling. At the end of the week each teacher selected from the list in her room ten words that she considered as the most common to the grade. From these lists of words sent in by the different teachers of each grade, fifty words were selected and given to all the rooms of the same grade for a competitive test in spelling. This method brought to bear on the words which the children used and frequently misspelled the drill of the spelling book and the competition of the old-time spelling school. In the opinion of many teachers better results in spelling were obtained by this method than by any other. In the course of five years each grade had thus secured a list of about a thousand words, which was then printed by the Board and one copy was given free to each pupil when he began the grade. There are many advantages in thus having in each grade a spelling book containing only the words to be mastered in that grade. At the close of this period spelling was taught in the first five grades of the schools according to this method. In 1905 a spelling book was again placed in the three upper grades.

Penmanship.

Mr. G. H. Bridge was the teacher of penmanship in all the grades until the opening of schools in September, 1896, when all his time was required to teach manual training and bookkeeping in the High School. At that time vertical writing, which had been adopted by most of the schools in the country, was introduced in the Galesburg schools. A system of copy books, something not known in the schools for fifteen years, was also adopted. While it is generally conceded that the handwriting of a

pupil is formed by the writing he does in his daily work, copy books are needed where no special teacher of penmanship is employed, in order that the pupil may have a standard by which to judge his writing and correct his errors as they appear before they become confirmed by habit. There was of course always some opposition to vertical writing, and, in 1907, a modified system, in which a letter nearly vertical was used in the primary grades and one with a modified slant in the advanced grades, was adopted. There was no special teacher of penmanship in the schools from 1896 to the close of this period.

Physiology and Hygiene.

There was no year in this period in which a definite amount of physiology and hygiene was not taught somewhere in the grades. Previous to 1894, a primary physiology was read in the fifth grade as a supplementary reader. From that date to 1898, when the present law regulating the teaching of physiology and hygiene went into effect, a primary work on the subject was studied in the eighth grade in addition to the book read in the fifth grade. After 1898 the subject was taught as required by the state law.

Nature Study.

A rather full outline calling for oral instruction in physiology, botany, zoology and physics, was a part of the course of study at the close of the previous period; but it had proved unsatisfactory and it was not generally followed by the teachers. However much children may enjoy nature, its classified facts do not interest them. In the early '90's an earnest effort was made to teach what was then known as nature study, that is, to have the pupils learn to recognize at all seasons of the year the different trees and shrubs they daily see, the flowers in the home and by the wayside, the birds as they come and go, the animals, wild and tame, the changes of the sun and moon, the wind and sky that make the weather of the day and the seasons of the year, etc., etc. A full outline of this kind of work was prepared, printed and placed in the schools. This outline of

nature study may be found in the Report of 1898. At first the results appeared to be good, but within five years, save in exceptional cases, it had lost its grip on the schools almost as completely as the classified facts of science which it had been designed to supplant. Any work to be done successfully in the schools must be with the aid of a textbook or in the hands of a special teacher, or supervisor.

7. THE TEACHERS AND MEANS FOR THEIR IMPROVEMENT.

Teachers' Meetings.

There is a provision in the rules of the Board of Education for holding Teachers' Meetings once a month on Friday afternoons at 3:30 o'clock. At times it was thought best, for various reasons, not to have these meetings every month. There were years in this period when not more than two such meetings were held in a term. The object sought to be accomplished in these meetings was to spread the good, to make it become contagious, to foster unity in the work and harmony among the workers, to broaden the conception of the teacher's work, to develop a professional and public spirit, and above all to create an atmosphere in the schools that would be congenial alike to pupils and teachers, and thus to bring about the proper attitude on the part of both,—the aim in all being to increase the efficiency of the schools. At these general meetings, in addition to the Superintendent's outlining the general policy of the schools and discussing such principles and methods as were applicable to all grades of work, the program frequently contained other features, some of which are mentioned here.

Educational Books Studied at These Meetings.

At different times some professional book was selected and made the subject of the year's study by the teachers. The method pursued was to have each teacher buy a copy of the book and read it carefully. At each of the monthly meetings a chapter or section of the book would be reviewed by a teacher previously appointed for that purpose, and a gen-

eral discussion would frequently follow. In this way the Principles and Practice of Teaching, by James Johonnot, was studied in 1886; Compayre's History of Pedagogy, by W. H. Payne, in 1889; Quick's Educational Reformers, in 1891; School Management, by Emerson E. White, in 1894; Kidd's Social Evolution, in 1895; Report of the Committee of Fifteen on the Educational Values of the Common Branches, in 1896; The Critical Period of American History, by John Fiske, in 1898; Teaching the Language-Arts, by B. A. Hinsdale, in 1900; The Art of Study, by B. A. Hinsdale, in 1902; and The Basis of Practical Teaching, by E. B. Bryan, in 1907. Other professional books when they were first issued were made the subject of one meeting.

The year 1908 was devoted to the study of the different educational theories and systems that have largely influenced the history of the world. Each system was assigned to some teacher who would give an explanation and history of it, after which a general discussion would usually follow. This feature of the monthly meetings frequently proved to be interesting and certainly did much to enlarge the educational conceptions of the teachers.

Discussions of the Problems of the Day Reported.

Another annual feature which was interesting and helpful was the reports given by those who attended the national and state associations, of the principal discussions held at these educational meetings. Not less interesting and instructive were the reports given by the teachers of what they had seen and learned while visiting other schools.

Program Furnished by Different Schools.

In the year 1905 the teachers of each school furnished the second part of the program for one of these general meetings. In two instances the teachers assembled at the ward schools, the Weston and the Bateman. With the exception of the High School, when the Principal, Mr. F. D. Thomson, gave the address, and the Weston School, when Miss Johanna Lind

gave readings and there were piano solos by Miss Lillian Lindquist and Miss Edith Tryner, each school imported a speaker for the occasion. The teachers of the Churchill School had Dr. C. A. Vincent; the Hitchcock School, Dr. W. Hamilton Spence; the Central School, Dr. L. B. Fisher; the Douglas and Cooke schools, which united, Professor Stansbury Norse; and the Bateman School, Mrs. G. W. Thompson, a member of the Board of Education. One of the novel features of the meetings was the serving of refreshments by the different schools. These added much to the sociability of the occasions. The teachers were never so well acquainted with one another as they were that year.

Interesting Accounts of Journeys Given.

A number of teachers visited Europe in the summer of 1910, and the teachers in the following school year had the pleasure of taking a most delightful trip through Greece with Miss Marian Nelson, one through Italy with Miss Alice Bergland, and one through the art galleries of Europe with Miss Ida Glenn. Miss Myra H. Patch also gave a most excellent account of the meeting of the National Educational Association that year in Boston. These four papers were read at as many meetings held that year and, in addition to the interesting information they contained, they were veritable literary treats. Whenever the teachers took part on the program by reviewing a chapter or a book of pedagogy, by giving an account of a meeting they had attended, a school they had visited, or a trip they had taken, they spared no labor in making the presentation of their subject worthy of the time and attention of any audience.

Addresses by Prominent Educators of the State.

Dr. Richard Edwards, Henry Raab, J. H. Freeman, Alfred Bayliss and Francis G. Blair, each while he was State Superintendent of Public Instruction, addressed the teachers at one of these meetings. In the school year of 1904-05, Dr. John W. Cooke, President of the Northern Illinois Normal, Mr.

John W. Henninger, Principal of the Western Illinois Normal, Dr. Livingston C. Lord, President of the Eastern Illinois Normal, and Mr. David Felmley, President of the State Normal University, favored the teachers with addresses that would have been worth attending a State Association to hear. In April, 1902, Enoch A. Gastman, Superintendent of Decatur Schools, gave a talk on the "Public Schools of the Early Days." In 1903-04, J. H. Collins, Superintendent of the Springfield Schools, N. C. Dougherty, Superintendent of the Peoria Schools, and J. B. Stableton, Superintendent of the Bloomington Schools, addressed the teachers on some of the problems involved in the daily work of the schools.

Addresses by the Pastors of the City.

Some of the best addresses delivered at these meetings were by the ministers of the city. In 1887, Dr. A. R. Thain, pastor of the old First Church, gave an address on the "Education of the Will;" in 1888, Rev. J. W. Bradshaw, pastor of the First Congregational Church, on "What Manner of Child Shall This Be;" in 1890, Dr. John Hood, pastor of the Presbyterian Church, on "What Makes the Successful Teacher;" and Rev. H. A. Bushnell, pastor of the First Congregational Church, on "Criticism." In 1891, Dr. J. M. Sturtevant, pastor of the old First Church, delivered an address on "Surnames," and Rev. E. J. Chaffee, pastor of the Universalist Church, on "Habit in Education." In 1892, Dr. C. W. Blodgett, pastor of the Methodist Church, addressed the teachers and the pupils of the schools in the Court House Park on Columbus day. In 1897, Rev. W. H. Geistweit, pastor of the Baptist Church, addressed the teachers on the "Personality, Sympathy, Consciousness and Character of the Teacher." In 1909-10, the following ministers addressed the teachers: Rev. J. M. Maxon, rector of Grace Episcopal Church, on "Some Ideals in Child Training;" Rev. J. P. Huget, pastor of the Central Church, on the "Practical Value of the Ideal;" Dr. Stuart M. Campbell, pastor of the Presbyterian Church, on the "Four Great Influences in Society;" Dr. S.

Van Pelt, pastor of the Methodist Church, on "The Foundation of the State in the Education of its Youth."

Addresses by Physicians.

Two especially practical and helpful addresses were given by physicians; one by Dr. L. R. Ryan in 1894, on "The Abuse of the Eyes," and the other by Dr. Delia M. Rice, on "Emergencies and How to Meet Them."

Other Speakers Who Addressed These Meetings.

Other speakers who addressed these meetings were George P. Brown, editor of the Illinois School Journal, in 1890; Matthew Andrews, County Superintendent of Schools of Knox County, in 1892; Dr. Pick, on the "Cultivation of the Memory," in 1894; Mrs. Martha H. Read, member of the Board of Education, in 1895, on the "Formation of an Anti-Cigarette League," which was organized and flourished for several years; Miss M. Evelyn Strong, member of the Board of Education, on "Nature Study," in 1896; Congressman Geo. W. Prince, on "The Method by which a Measure Becomes a Law," in 1899; Dr. J. V. N. Standish, on "Beautifying the City," in 1902; James Speed, on "Nature Study," in 1907; and Dr. Thomas McClelland, President of Knox College, on "The Relation of the College to the Public Schools," in 1909.

University Extension Lectures.

In 1896-7, through the courtesy of Dr. John H. Finley, President of Knox College, and the liberality of the Board of Education, the teachers enjoyed, without charge, a course of University Extension Lectures. These lectures were given in the study hall of the High School.

Grade Meetings.

Some of the most helpful work was done in the grade meetings. Beginning in 1887, one or more series of grade meetings were held each year during this period. They frequently took the place of the general meetings. All the teachers of a grade would come together at 4 p. m. on a school day in the office of the Superintendent, to talk over the work of that particular grade. When a new

book was introduced it would be gone over in these meetings. The changes in the course of study were suggested and discussed there. The most helpful form of these meetings was when all the teachers of a grade, excepting one, closed their schools for a half day and visited that teacher at work. At the close of the sessions the teachers would remain and discuss what they had seen and heard. Such meetings were not popular with the teachers whose rooms were thus visited, on account of the strain imposed upon them; and for this reason not so many of these meetings as were desirable were held. In these general and grade meetings the spirit and tone that characterized the schools of this period were formed.

Teachers' Library.

The Teachers' Library, which was designed to consist of only professional books and which now numbers over three hundred volumes, was begun in 1894 by each teacher contributing fifty cents for that purpose. After that date it was the custom to make this contribution annually. Some years it was reduced to twenty-five cents, and in some years the money was used to pay the traveling expenses of the speakers who addressed the teachers. In this way the teachers, at a small expense, had the opportunity of reading and consulting the latest educational works, something which every teacher who does not wish to grow out of date in the profession ought to do. The library was always kept in the office of the Superintendent of Schools.

Central Illinois Teachers' Association.

The Central Illinois Teachers' Association, which was the first of the five great sectional associations of the state to be organized, held its fourth annual meeting in Galesburg, in March, 1888. When this Association met here the second time, in 1896, over one thousand teachers attended, which at that date was the largest educational meeting that had ever been held in the state. This Association met for the third time in Galesburg in 1907.

Military Tract Educational Association.

The Military Tract Educational Association was organized in Galesburg, in October, 1908, and held its first two annual meetings here with an attendance of about a thousand teachers at each meeting.

8. PUPILS AND THEIR SPECIAL ACTIVITIES.

Method of Promoting Pupils.

There is no more important feature in a system of schools than the method of promoting pupils. Premature promotions have wrecked the scholarship and even the education of many pupils, and yet more pupils have left school and grown up in comparative ignorance on account of being denied promotion than from any other cause. Holding one child back in his grade may be the making of him, while the same treatment of another may be his ruination. Rules for promotion should be flexible and used with the greatest judgment. Prior to 1890 all promotions were determined by a final examination combined with the standing of the pupil for the year. After that date a pupil who received each month in the year a card marked "excellent" or "good" in both scholarship and deportment and who was not absent more than ten days in the year, was promoted without an examination. Certainly a pupil who does good work throughout the year should be promoted when the work of the grade is completed. When a pupil failed to be promoted by his daily work or by his examination, he might even then be advanced if, in the judgment of his teacher, it was thought best. In exercising this judgment the grade, the previous opportunities, the ability to do part of the work, the age and size of the pupil, and the probable length of time he would remain in school, were some of the things considered.

Exhibition of School Work.

At the close of the school year the High School always had its graduation day, which was a great event to the pupils of the school and made an appropriate ending of the year's work; but the graded schools had no such exercises, nothing, in fact, to give em-

phasis and significance to the event—schools simply closed a little earlier that day and the pupils went home. Beginning with 1892, an effort was made to make the closing of the school year an important event to the pupils of the grades, to have them leave their schoolrooms with the consciousness of having accomplished something during the year that had ended. This was done by having an exhibition in every room of the best work done by each pupil during the year, this work having been preserved from time to time by the teacher. On the last day of school the parents were especially invited to come and inspect the work. Many parents took advantage of these occasions and went home feeling that the money spent and the sacrifices made had been worth while. The pupils were also greatly benefited by seeing not only what progress they had made but what others had done and what they themselves should make as they advanced from grade to grade. If the work exhibited on these occasions had not been samples of the best daily work, but had been done especially for the exhibition, then it would have been of little value.

School Entertainments.

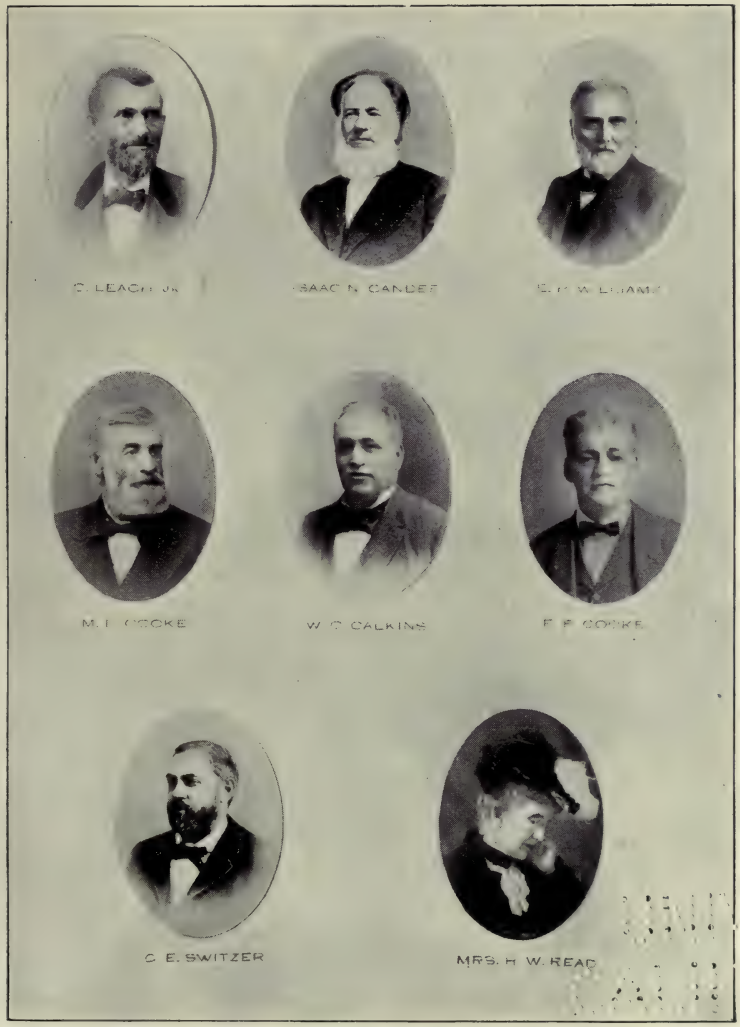
With the introduction of drawing, or art work, in 1891, there came the desire on the part of the teachers to decorate the schoolrooms and halls of their buildings; and in a few years there was not a schoolroom or a hall in any of the schools that had not some decorations, many of the pictures being expensive as well as beautiful. Of the ten schools in the city, eight have one or two pianos of their own, and with one exception these were all purchased in this period. None of these pictures and pianos cost the Board of Education one dollar. They were secured through the efforts of the teachers and pupils by means of school entertainments, given by the pupils themselves. Nothing does more to bring teachers and pupils and parents together in friendly and sympathetic relations than a school entertainment properly conducted. When money obtained from a school entertainment is used

for purchasing a picture, a piano or books for the school, or flowers and shrubbery for the school grounds, point and significance are given to the enterprise. Moreover, nothing adds so much to the pupils' appreciation and enjoyment of such things as the feeling that they themselves had a part in securing them. School entertainments of course, like all good things, may be overdone, but such is not often the case. Time spent in teaching pupils to work together, to play together for that matter, with the view of accomplishing a worthy end, is generally not time misspent. If there were more things connected with school life to-day, in which the children could see the object to be accomplished by the work required, it would be better.

Teaching Patriotism.

Thanksgiving day, Decoration day, Washington's birthday and Lincoln's birthday were generally observed in the different rooms with appropriate exercises. On Decoration day in each year several hundred of the school children would assemble on the Churchill School grounds in the afternoon, and join in the procession to the cemetery, under the escort of the Superintendent of Schools and members of the Board of Education; and there they strewed the graves of the soldiers with flowers. For the last few years members of the Grand Army of the Republic visited the different schools on the day before Decoration day, and talked entertainingly on patriotic subjects. In addition to these exercises which came every year, other notable historical events were celebrated as they occurred.

On April 30, 1889, the one hundredth anniversary of the adoption of the Constitution, exercises commemorating the event were held in each school; and the Board of Education presented each pupil with a book-mark as a souvenir, on one side of which was a picture of the first President, together with the first stanza of Whittier's Centennial Hymn and the name of the pupil; on the reverse side was printed the Preamble of the Constitution.



FIFTH WARD

The Representatives of the Fifth Ward on the Board of Education since its First Organization in June, 1861.

Columbus day, October 12, 1892, the 400th anniversary of the discovery of America, was observed by each school. Each building was handsomely decorated with flags and bunting. Portraits of Columbus, Washington and other heroes were stenciled or drawn on the blackboards, graphic representations of the voyages and events in the life of Columbus were also placed on the boards in colors, as were the extent and importance of his discoveries. After suitable programs were given in each building, all the pupils of the schools assembled by rooms and buildings in the park north of the Court House where they were joined by the pupils of St. Joseph's Academy and the students of Knox and Lombard Colleges. Here the Rev. C. W. Blodgett delivered the address of the day.

When the State Encampment of the G. A. R. first met in Galesburg, April, 1897, all the pupils of the schools were brought together by schools on the grounds east of the school buildings on South Broad street, where elevated seats had been provided for them by the Board of Education, and where they sang war songs and waved Old Glory as the veterans marched by. Each pupil wore a beautiful badge presented him by his teacher as a souvenir of the occasion. When the Encampment met in Galesburg for the second time in May, 1906, a similar greeting was given the "soldier boys," but on a more elaborate scale. A stand was erected on Broad street in front of the High School building, where over a thousand pupils were formed into a living flag by each pupil wearing a cape and cap of the proper color. Each pupil was furnished with a flag, and as the soldiers marched by, they all waved these flags and sang the war songs of '61 and '65. It was the event of the encampment, thoroughly appreciated by the veterans and greatly enjoyed by the pupils and the citizens, who packed the grounds in the immediate vicinity by the thousands.

October 19, 1898, was LaFayette day in the schools and appropriate exercises commemorating his life and the serv-

ices which this man rendered America were given in the different schools. A collection was taken that day in the schools which went towards the erection of a monument in Paris, to the memory of LaFayette. This was Galesburg's part in a national movement of that day.

The school children were reviewed by President Harrison in 1890, when he visited Galesburg to lay the corner stone of the Alumni Building of Knox College, and again by President McKinley with his Cabinet, when he was present at the anniversary of the Lincoln-Douglas Debate, in 1899.

When the Liberty Bell was taken to the Louisiana Purchase Exposition at St. Louis in 1904, the train was stopped in the city long enough for all the school children to have the opportunity of passing through the car and seeing the Bell whose ringing announced the adoption of the Declaration of Independence by the Continental Congress, July 4, 1776.

Remembering the Poor on Thanksgiving Day.

In 1895 was begun the custom of remembering the poor of each district on Thanksgiving day. On the afternoon of the day before, the pupils would bring provisions or money to the school where it was divided and carried by the pupils themselves to the different homes of want. The pupils took great pleasure in doing these acts of kindness. In later years the distribution was made by the Free Kindergarten Association. In this way, no doubt, a better use was made of what was contributed,—but what of the lesson the children would learn at such times if they did it all themselves?

Furnished Children's Room in Hospital.

When the Galesburg Hospital was being equipped in 1895, the pupils were allowed by the Board of Education to give a penny or more toward furnishing a Children's Room in the hospital. This collection was taken annually for several years and it generally amounted to about fifty dollars.

An Act of Kindness by the Pupils.

In 1900 Alvin Peterson, a boy about eight years old, attending the Lincoln School, was run over by a Santa Fe train and both his legs were cut off a few inches from his body. He was taken to the room which the school children had furnished in the hospital and there received every attention. In a remarkably short time he was able to be taken to his home, but he was a helpless, and to a great extent a dependent child. A collection for buying him artificial limbs was taken in the schools. The amount received from the pupils for this purpose was $166.29. The artificial limbs cost $164.39, and the boy soon learned to use them with comparative ease. He was sent by the Board of Supervisors to the Manual Training School at Glenwood, where he was learning the shoemaker's trade when he was taken by his parents to the Pacific Coast.

Another Boy Helped.

In the spring of 1911 Charlie Becker, a little boy in the primary room of the Bateman School, was run over by a street car on his way home from school and lost one foot by the accident. His was a case that appealed strongly to public sympathy, and the school children contributed $99.47, by a collection taken in the schools for his benefit.

Benevolences of the High School.

The High School did many acts of benevolence, of which two will be mentioned here. In 1900 it repeated one of its entertainments, which netted about $100, for the benefit of the Free Kindergarten. In the fall of 1909 the teachers of the High School gave a play for the benefit of a kind and faithful janitor who had been rendered helpless by sickness. The net proceeds amounted to about $155, which was deposited in the bank to his credit.

Other Collections.

There were three other collections taken in the schools in this period; one, in 1893, for the Children's Building at the World's Fair, another, in 1900, for the Galveston sufferers, and the third, in 1902, for the McKinley Memorial Fund. All of these collections

were authorized by the Board of Education before they were taken.

Exhibition of School Work.

The first time in this period that the schools took part in a national exhibition of school work was in 1887, when the National Educational Association met first in Chicago. The work consisted principally of examination papers accompanied by printed copies of the questions. It was not bound in a substantial manner and nothing of it remains to-day. The second exhibition was made at the World's Fair in Chicago, in 1893. It was much more complete. There were twenty-nine small neatly bound volumes, one for each grade in arithmetic, language, geography, history and penmanship. Each volume was made up of a printed outline of the work done in the grade, a group picture of those pupils whose work had been selected from all the subjects of that particular grade, and pictures of some of the school buildings. The work itself consisted of the best samples of the actual daily written exercises of the pupils done in the different topics of the grade during the fall and winter terms of that school year. Thus not only the daily work of the schoolroom but samples of work from all parts of the grade were shown. The number of pupils represented in each grade was from fifty to sixty.

Work at St. Louis Exposition.

Eleven years later, in 1904, the third exhibition was made at the Louisiana Purchase Exposition in St. Louis. It was much more elaborate than either of the other two. There were two large volumes each of arithmetic, language, spelling and drawing, and one each of geography and history. The volumes were substantially and handsomely bound. The aim was to show what was done by each grade in these several branches and the method of doing it. Every different topic of any importance in the grade was represented by the work of some pupil, which had been selected from time to time during the year from the regular daily work, and had been copied on

the regulation paper without correction. To give an idea of the maturity and every day appearance of the pupils and to add interest and attractiveness to the work, the picture of each child was placed on his paper. Of the two large volumes of drawings one was in black and white and the other in water colors. The outline for each grade and samples of the work may be found in each of these volumes. Photographs, eight by ten inches, of all the school buildings and of every room in each building with the pupils at work, and graphic representations of the growth and methods of the schools, were mounted on cardboard, twenty-two by twenty-eight inches, and placed in a cabinet with swinging leaves. All of this work and that sent to the World's Fair in 1893 are preserved in the rooms of the Board of Education, and may be seen there any day. A large display of manual training work was also made at the St. Louis Exposition. In each case, before the work was sent to the Exposition it was publicly exhibited in the city and was examined with interest by hundreds of the citizens. Such exhibitions involve a great amount of extra labor, but when they are made only occasionally they pay for the time and work given them.

9. TEXT-BOOKS.

Readers Used.

In November, 1885, the Sheldon Readers were adopted in place of the Monroe Readers. After these readers had been in use for seventeen years, they were exchanged, without any cost to the pupils, for the Progressive Readers, which were the basal readers at the end of this period. The Home and School First Reader was adopted for the first grade in July, 1898. In August, 1905, this book was displaced by the Taylor First Reader. At the same date, Williams' Choice Literature, Book I, was adopted for the eighth grade, the Progressive Fifth Reader being completed in the seventh grade.

Spelling Books.

Sheldon's Word Study, a spelling book, was adopted in December, 1886, for all the grades above the third. It displaced the Monroe Speller in grades seven and eight. It was from the first an unsatisfactory book and gradually it ceased to be used. In August, 1905, the Progressive Speller, Part II, was adopted for the seventh and eighth grades. It was afterwards placed in the sixth grade. Much attention was given to spelling in all the grades, and the method by which it was taught may be seen by referring to the subject of spelling in the course of study already treated.

Histories.

In August, 1887, Barnes' History of the United States was introduced in place of Quackenbos. In 1895, this history was displaced by Montgomery's Leading Facts in American History, which is the text-book on history to-day.

Music Books.

Housel's Music Readers were adopted for the grades above the first in July, 1888. These books continued in use until August, 1901, when the Normal Music Course was adopted. The Modern Music Series was substituted for the Normal Music Course in August, 1905.

Drawing Books.

Prang's System of Drawing, Shorter Course, was adopted in June, 1891, and was displaced by Prang's Text-Books of Art Education in August, 1905. These books were used for five years, when the Applied Arts Series was adopted in June, 1910.

Physiologies.

Smith's Primer of Physiology was adopted in August, 1892, for the primary grades, and No. III of the Union Series of Physiologies, in February, 1894, for the eighth grade. A Primer of Health, and Healthy Body, by Stowell, and How We Live, by Blaisdell, were adopted in 1898, when the law making the teaching of physiology compulsory went into effect. In January, 1908, these books were displaced by the Coleman Series of Physiologies.

The Sheldon's Advanced Language Lessons was adopted in August, 1895, to take the place of the Swinton Grammar. This book continued in use until June, 1911, when Rowe and Peterson's Grammar was adopted in its place. Swinton's New Language Lessons, which was in the schools in 1885, still continues to be the text-book for the sixth and seventh grades.

Language Books.

The Fish Arithmetics were exchanged, without cost to the pupils, for the New Franklin Arithmetics in November, 1895. A change was made to the Hall Arithmetics, the books now in use, in 1901. Milne's Elements of Algebra was adopted for the eighth grade in December, 1896. After it had been used for four years, the subject of algebra, except as it is treated in the Hall Arithmetics, was dropped from the grades.

Arithmetics.

After the Harper Geographies had been used in the schools for nineteen years, the Morton Geographies, the present books, were adopted in 1901.

Geographies.

The Sheldon Vertical Writing Books were adopted in August, 1896; the Medial Writing Books, in 1907; and the Economy System of Penmanship, in June, 1911.

Copy Books.

A significant rule in regard to the change of text-books may be found in the records. At the September meeting in 1888 the Board adopted a resolution, which was introduced by Director F. S. Bartlett, requiring that no change be made in the text-books unless the matter was brought before the Board at a regular meeting and laid over for thirty days.

A Rule to Govern the Change of Text-books.

There was no end to the number of ingenious devices, such as charts and various kinds of apparatus for teaching the different subjects, which were offered for sale to the Board of Education by the special agent, but not many of such were bought. The Board confined itself mainly to the purchasing of maps and globes, dictionaries and cyclopaedias, with which every school should be sup-

School Apparatus.

plied. However valuable special devices may be made to appear by the agent, they are as a rule short-lived and are soon relegated to the basement or garret by the regular teacher.

The following were the principal supplies furnished each building, the object of naming them here being to give an idea not only of what was furnished, but how long such articles will last when properly cared for. Twice in this period have the schools been supplied with wall maps; first in 1888, and second in 1909, when the Johnson Imperial Maps, the largest and best maps made, were purchased. In 1890 a set of Colonel Parker's relief maps was bought for the Churchill School. Four years later the other schools were provided with the relief maps made by the Central School Supply Co. In 1905 each building was supplied with an 18-inch pendant globe.

In 1893 Webster's Unabridged Dictionary was placed in each building, and a copy of Webster's High School Dictionary, on the desk of each teacher.

In the same year a set of Persons and Places, and Common Things was furnished each room where geography or history was taught. A set of International Cyclopaedias was purchased for each school in 1894, and, in 1908, a set of Young Folks' Cyclopaedias, which took the place of Persons and Places, and Common Things, the latter being then worn out. A set of Ellis' United States History was bought in 1900 for each building where history was taught.

In 1886 Yaggy's Anatomical Chart was purchased for each building, for the purpose of aiding in the teaching of physiology; and, in 1894, a set of weights and measures for each building. A scientific cabinet was bought in 1898 to aid in the teaching of nature study and geography, and in 1903 the different schools were supplied with Mountjoy's Nature Chart.

From the first, pens were furnished the pupils, and after 1886 penholders and drawing pencils were bought by the

Board. Kindergarten supplies, drawing paper for practice, and material for exercises in industrial work, were also furnished the pupils. The first supplementary readers to be bought by the Board of Education were purchased in December, 1886.

10. ADMINISTRATIVE MEASURES.

Vaccination.

The rule of the Board requiring all pupils to be vaccinated before being admitted to school was a source of frequent protests from parents who thought it was unnecessary. However, it continued to be enforced until the courts held that the enforcement of such a rule was not lawful, unless it could be shown that the pupils were in danger of contracting smallpox. Under this ruling of the courts, the Board of Health called for the enforcement of the rule in certain schools in 1902, 1904, 1905 and 1906. Some parents refused to acquiesce even under these conditions. This was particularly true in December, 1902, when Dr. Wm. O'R. Bradley was mayor. He called for the vaccination of the pupils in the High School, Churchill, Central and Cooke schools. The Board of Education supported him unanimously in his action. The question was thrashed out again in December, 1906, with the same results, when the Board of Health ordered the vaccination of the pupils in the Weston, Douglas and Cooke schools. At that time the doctors of two different schools of medicine joined with some patrons of the schools in the protest.

Half-Day Sessions.

It was necessary at different times during this period, when some of the schoolrooms became overcrowded, to resort to half-day sessions. By transferring pupils, it was always arranged so that these half-day sessions occurred only in the primary rooms of the building and generally only in the spring term of the year. There were such sessions in the Weston School in 1890; in the Hitchcock, Lincoln and Weston schools, in 1900; and again, in 1904, in the Lincoln and Weston schools. There may

have been a few other such instances, but the records do not make mention of them.

Flags for the Schools.

The flag offered by the Youth's Companion in 1889, as a premium to each of the forty-two states for the best essay upon "The Influence of the United States Flag When Floated Over a Public School Building," was won for the state of Illinois by Miss Lizzie Hazzard, a member of the Galesburg High School. This was the first flag to float over a school building in the city. Within three years from that time, flag staffs were placed on all the school buildings and a flag was provided for each. Director G. A. Murdoch presented the Lincoln School with its flag, and Mrs. Henry Hitchcock, in memory of her husband, for whom the school was named, gave the Hitchcock School a beautiful flag. The other flags were provided by the Board of Education.

Parents Complain.

The records of this period contain but two instances when parents appeared before the Board to complain of the administration of the schools, and in each case it was for suspension of pupils, made by the Superintendent. In each of the cases the action of the Superintendent was approved and the reinstatement of the pupils left to his discretion.

Truant Officer.

From 1889 to 1903 spasmodic efforts were made to enforce the compulsory educational law through the police department. The co-operation of the police force was most cordial. In September, 1903, the Board voted to employ a truant officer for half time, and arrangements were made with Mayor Shumway to detail a regular policeman whose sole duty for half his time was to act as truant officer, the Board of Education paying his salary for the time served. This arrangement proved quite satisfactory and it was continued for six years. The policeman detailed for the service was always a man who showed tact and sympathy with the boys. One reason for employing a member of the police force as a truant officer was that many

of the truants had a police record. The report of the officer for the first year showed that this was true in twenty per cent of the cases.

School Nurse.

The Visiting Nurse Association, an organization of the women's clubs of the city, found in its work the need of a school nurse. In order to demonstrate the value of such an official, the Association made a proposition to the Board of Education in June, 1909, that the Association would pay half the salary of a school nurse for one year, if the Board would pay the other half. Granting that such an officer was desirable, two questions were naturally raised by the Board; the first a legal one—had it the right to use public funds for such a purpose, the school law being silent on the subject; and second, would it be justified in making this additional cost to the expense of the schools? Both of these questions could be answered if the school nurse could do the work of the truant officer. It was finally agreed by all parties interested that this could be done, and, on motion of Director R. O. Ahlenius, at the December meeting in 1909, it was voted to employ Miss Hoge as truant officer. Since that date the work of both offices has been performed with satisfaction by the same officer. Leaving out of consideration the protection a school nurse affords and considering her work solely from a humane point of view, there can be no question of the value and desirability of having such work done as has been performed by the school nurse. In perfecting the arrangement by which the school nurse was secured and finally made a part of the school organization in Galesburg, Mrs. H. W. Read, a member of the Board and an officer in the Visiting Nurse Association, was especially helpful.

Resolutions of Respect and Sympathy.

Appropriate resolutions of respect and sympathy were adopted by the Board of Education on the death of the following: Mr. John Moburg, janitor of the High School building, in January, 1888; M. D. Cooke, Esq., member of the Board of Education,

at a special meeting in May, 1889; Mrs. W. L. Steele, wife of the Superintendent of Schools, in May, 1893; Professor George Churchill, at a special meeting in September, 1899; Mr. John B. Slater and Mr. Frank G. Stromsted, the two men killed by the burning of the High School, in April, 1904; Miss M. Evelyn Strong, a former member of the Board of Education, at a special meeting in October, 1903; Mr. J. W. Hammond, a member of the Board of Education, in September, 1904; Mr. Gust Stromgren, for seventeen years janitor of the Churchill School, in February, 1905; and Miss Anna M. Sisson, a teacher of the High School, in August, 1910. As an added mark of respect to the memory of Mr. Cooke, Professor Churchill, Miss Strong and Mr. Hammond, the public schools of the city were closed by the order of the Board on the afternoon of the funeral. When Dr. Newton Bateman, President Emeritus of Knox College and former State Superintendent of Public Instruction, died in October, 1897, all the public schools of the city were closed on the afternoon of the day of his funeral without formal action of the Board. In like manner, when Mr. G. A. Murdoch, a former member of the Board from the Third Ward, died in March, 1899, the Hitchcock School and the High School were closed on the afternoon of the day of his funeral. The High School faculty and the students attended the services in a body, occupying the entire balcony of the Presbyterian Church.

Bond Issues.

There were three issues of bonds in this period. The first issue was for $25,000 in 1887, for a new High School building. There were 567 votes cast in favor of the bonds to 141 against. The second issue was for $16,000 in 1889, for building the Lincoln School. There were 146 votes for, to 12 against issuing these bonds. The third issue was for $100,000 in 1904, for the erection of the present High School building. The number of votes cast in favor of issuing these bonds was 1,198 and there were 168 against issuing them. The charter of the schools provides

two methods of issuing bonds after they have been authorized by a vote of the people,—one by the City Council and the other by the Board of Education. The first two issues were made by the City Council. When the interest and principal of these bonds became due, the Board found that it had to provide the money, and so, when the High School bonds were voted, it decided to issue its own bonds, the advantage being that the Board would then have a voice in selling them and fixing the dates of payment. The last $10,000 of the first two issues was paid in June, 1897. In the $100,000 issue of 1904, it was stipulated that, beginning with 1907, ten bonds, or $10,000, would be paid on the first day of September of each and every year thereafter until all the bonds were paid. In the tax levy of 1910 the fifth payment was provided for, which left at the end of this period $50,000 yet to be raised.

Land Purchased and Sold.

The three lots on which the Lincoln School stands were purchased of the Peck estate in 1889, for $2,050. The Jacobi property on Broad street, the site of the Central School building, was bought in 1895, for $5,000; the Allen propery on Mulberry street, joining the original Weston School grounds on the east, in 1898, for $1,600; the Hunt property on Cedar street, joining the Churchill School grounds on the south, in 1898, for $4,000; the Strong lot on Tompkins street, joining the High School grounds on the west, in 1904, for $5,500; a strip of land 71 by 52¼ feet, lying between the High School and the heating plant, the site of the Manual Training addition, in 1910, for $1,300; and three lots on the northwest corner of Farnham and Summit streets, for the Farnham School, in 1910, for $2,300.

In February, 1891, a fraction of a lot three by nine rods, on the southwest corner of Main and Pine streets, to which the Board had title by virtue of long possession, was sold to J. W. Hammond for $300. By this sale the Board parted with

the last piece of land it had inherited from the union of the old independent school districts in 1858.

Reports Printed.

By the rules of the Board of Education, it is one of the duties of the Superintendent of Schools to make annually a report of the condition of the schools to the Board. This report was usually made at the June meeting. Some of these reports were printed by the Board in pamphlet form for distribution. In this period six reports were printed in pamphlet form. They appeared in the following years: 1888, 1890, 1894, 1898, 1903 and 1907. Previous to this period there were four other reports printed: in 1862, 1863, 1865 and 1880. Of these reports there is preserved in the Public Library one copy of the 1863 report and in the office of the Superintendent, one copy of the 1880 report.

Reading the Bible in the Schools.

The opening exercises in the schools were as a rule of a religious character adapted to the grade of the pupils, but their religious nature was not compulsory. A petition numerously signed asking that a rule be adopted requiring the reading of the Bible without note or comment in all the rooms of the public schools of the city at the morning exercises, was presented to the Board of Education at its regular meeting in June, 1891. This petition was a part of the A. P. A. movement of that time. It was received and placed on file. On motion of Director G. A. Murdoch the following resolution was adopted without a dissenting vote:

> "That we as a Board approve of the reading of the Bible in the public schools, yet we do not think it would be wise or practicable to pass an arbitrary rule on the subject; therefore, Resolved, That we leave the question as it has been in the past, in the hands of the Superintendent."

Beautifying the School Grounds.

It was a custom dating from the organization of the schools, for the Board to plant trees on and around the school grounds; but the beautifying of them with flowers and shrubbery was first begun in the

spring of 1901. It was not long before all the schools had their shrubbery and beds of flowers. The money was earned and the work done by the pupils and teachers, which was a much better way than it would have been had the Board furnished the money and the janitors done the work. In this way the children learned some valuable lessons which they would never forget and which they doubtless applied at their homes. There is little danger of over-emphasizing and encouraging this kind of ornamentation.

Drinking Fountains.

The law abolishing the public drinking cup was passed by the legislature in the spring of 1911, but fountains were ordered placed in all the school buildings of Galesburg, on motion of Director R. O. Ahlenius, at the December meeting of the Board in 1909. They were installed in the different buildings before the opening of schools in September, 1910. The fountains used were devised by J. A. Anderson, janitor of the Bateman School, and they possessed points of superiority over any then on the market.

Tuition.

Non-resident pupils always paid tuition. The rate was fifty cents a week in all departments until July, 1908, when it was made, on motion of Director R. O. Ahlenius, seventy-five cents per week in the High School. The income to the district from this source was insignificant until within recent years. There were several reasons for this. Previous to 1887 the city treasurer, who is ex-officio treasurer of the Board of Education, collected the tuition. His official duties did not bring him into close contact with the schools. There were no records of the pupils kept in his office. It was not strange under such circumstances that he collected little or nothing. In 1887 the Board placed the collection of tuition in the hands of the Superintendent. The first year he collected $60; the second, $61, and the third, $134. It was not until 1901 that as much as $500 was received in one year. After that date it in-

creased rapidly, and in 1910-11 the tuition collected amounted to $2,426. Practically all the tuition comes from the High School, and the growth of that institution accounts largely for the increase in the amount collected. It is a matter, however, that someone must watch closely, for there are persons who regard tuition in the same way that they do taxes—as something to be avoided if possible; and there are some cases where it is really difficult to determine whether or not tuition is due.

Board of Education Rooms.

For the first thirty-six years the Board of Education held its meetings in the City Council room, though there were times in this period when it met in the office of the Superintendent of Schools, which was in the Churchill School. At the meeting in August of 1897 it was voted, on motion of Director J. W. Hammond, to lease the rooms over the First National Bank on the northeast corner of Main and Cherry streets as a place of meeting for the Board and for the office of the Superintendent of Schools. When the bank building was remodeled in 1901, the Board returned to the City Council room and the Superintendent to his old office in the Churchill building. When the present building of the Galesburg Public Library was in the process of construction in 1901, the Library Board asked the Board of Education to occupy one-fourth of the first floor and offered to divide it into such rooms as would be desirable. This generous offer was accepted with appreciation, and the present ideal quarters were first occupied by the Board of Education and the Superintendent of Schools in the latter part of December, 1901. It is an advantage as well as a convenience in school administration for a Board of Education to have a local habitation as well as a name. It is a serious mistake in a system of schools to have the office of the superintendent of schools in any one of the school buildings.

E————————W

PUBLIC LIBRARY

Board of Education Rooms occupy the southwest one-fourth of the first floor.
Children's Reading Room occupies the northwest one-fourth of the first floor.

Moving Public Library.

Whenever opportunity offered, the schools took great pleasure in contributing their share to the public good. The moving of the Public Library by the High School pupils in May, 1902, from East Main street to the new library building on the southeast corner of Broad and Simmons streets, a distance of about four blocks, was an example of this. The mere moving of so many books was no slight task but the value of the service rendered consisted in transferring them without disarranging their order. This they succeeded in doing.

Under the direction of Miss Anna Hoover, the librarian, and her assistants, and of the High School teachers, the pupils marched single file from the old library rooms to the new library building, carrying the books in their arms. As each pupil passed in to get a supply of books he was given a number, and the order in which the books were to be deposited on the shelves of the new library was determined by this number. Every time a pupil made a trip he was given a different number. The library corps had planned where each shelf of books in the old rooms was to be placed in the new.

The carrying began on the morning of May 22, 1902, and continued until noon. It was resumed on the afternoon of the next day when it was completed. Five teachers assisted at the old library and five at the new, while seven teachers stationed themselves along the streets, keeping the lines moving and in order. In this way fifteen thousand, one hundred and fifty-two books were moved by three hundred and seventy-one pupils, two thousand and seventy-five trips being made. The highest number of trips made by any pupil was eleven and the greatest number of books carried by anyone was one hundred and thirty-four.

The work was entirely voluntary on the part of the pupils, and three hundred and seventy-one of those enrolled that month took part. Boys and girls enjoy doing things, even where hard work is involved. All they need is a

chance, a little encouragement and direction. It is questionable if modern education with all its manifest improvements has yet contributed to the development of the child anything to compensate for what modern civilization has deprived him of,—the opportunity of assisting his parents in their work.

The Children's Library and Reading Room.

The close relation which the Children's Reading Room in the Public Library sustains to the schools is no doubt due to the fact that the Board of Education has its offices in the Library building. The Library Board and the Board of Education, when they came together in the same building, soon found that they were related—members of the same body, one necessary to the other. For the library to fulfill its mission, each generation must form the habit of reading books; and for the school to fulfill its mission, it must not only teach each generation how to read, but instill in it the love of reading. In the school the child acquires the ability to read and in the library he forms the habit of reading. The library is thus the complement of the school.

How the Children's Library Came to be Organized.

The architect of the Library building made a significant suggestion by marking the room across the hall from the offices of the Board of Education, "Children's Room." This room stood vacant for months and the question one asked on entering the building was, "What is that room for?" At that time the Public Library had had no experience with a reading room for children. It is true it had provided books suitable for children to read, but it never had furnished a separate room for the children. Now it had the room as well as the books, but it did not have the funds for supplying the additional librarian required. This condition was met in the following manner. A special meeting of the Board of Education was called in September, 1902, by Directors Merrill and Stone, to consider the following proposition from the Library Board:

"It is agreed between the Board of Directors of the Galesburg Public Library and the Board of Education of the City of Galesburg, that, in establishing a Children's Room in the Library, the Board of Education will provide a librarian satisfactory to the Library Board and subject to its rules and regulations and to pay toward any incidental expenses of that department a sum not exceeding five dollars per month. In consideration of this service the Board of Directors of the Library agree to remit the payment of any further rent for the rooms occupied by the Board of Education while this agreement continues."

Signed E. R. Drake,
W. E. Simonds,
F. H. Sisson,
Committee on Children's Room.

The proposition was, on motion of Director Stone, unanimously adopted. On motion of Director Mrs. Thompson, the Superintendent was instructed to see that the services specified by the Library Board were performed and was authorized to transfer Miss Harriet Stone to this branch of work.

Use Made of the Library.

In 1911 there were some four thousand volumes in the Children's Library, and the number of books drawn by the pupils exceeded thirty-seven thousand a year. The room was kept open all days and hours when the schools were closed, and the children flocked to it and used it with the feeling that it was a part of the public schools. This feeling on the part of the school children may, to a large extent, be accounted for by the fact that the Librarian was always chosen from the corps of teachers. Useful as this department has been, there is nothing connected with the schools capable of greater development.

11. SALARIES.

Salary of the Superintendent of Schools.

When W. L. Steele was appointed Superintendent of Schools in 1885, his salary was made $1,500; in 1886, it was increased to $1,700; in 1888, to $1,800; in 1890, to $2,000; in 1901, to $2,200; in 1903, to $2,500; in 1907, to $2,700; and in 1910, to $3,000.

Salaries of High School Teachers.

In 1885, the salary of the Principal of the High School, who was Mrs. Mary E. Gettemy, was $800; in 1888, it was made $900; in 1890, $1,000. In 1895, Mr. Frank D. Thomson was made Principal, at a salary of $1,400; in 1897, it was advanced to $1,500; in 1899, to $1,600; in 1901, to $1,700; in 1902, to $1,800; in 1903, to $2,000; in 1906, to $2,300; and in 1909, to $2,500. In 1909, when Mr. Thomson resigned, Mr. A. W. Willis, who was at that time a teacher of Mathematics in the school at a salary of $900, was appointed Principal at a salary of $1,500; and it was increased the next year to $1,800. There was no fixed schedule of salaries for assistants in the High School during this period. The minimum salary of lady teachers was $60 per month. Their salaries ranged from that amount to $100 per month, the prevailing salary being, however, $80 per month. The minimum salary for men was $75 per month. When they remained for several years, their salaries went up to $111.11, $122.22, $133.33 and in one instance to $200 per month.

Salaries of Grade Teachers.

In 1885, the minimum salary of the grade teachers was $40 per month. It increased $5 per month for two years where it remained unchanged until the end of the tenth year of service, when it was made $55 per month, which was the maximum. There was no change in this schedule of salaries until 1903, when an increase of five per cent was made to the salaries of all teachers who had been in the schools three years or more. The maximum salary was made $57.50 per month at that time.

Petitions for Increase of Salaries.

In June, 1906, the grade teachers presented to the Board a petition asking that their salaries be increased twenty per cent. This petition was received and referred to the Teachers' Committee, but no action was taken by the Board that year. In June, 1907, an increase of $5 per month was made to the salaries of all teachers who had taught in the schools three years or more, and a schedule of salaries which provided for a thirteen per cent

increase was adopted, the maximum salary being made $65 per month. In June, 1910, the teachers presented to the Board their second petition asking for an increase of salaries. At that date all grade teachers were given an advance of $5 per month, and the maximum salary was made $70 per month. The schedule of salaries adopted then on the recommendation of the Teachers' Committee was as follows:

Schedule of Salaries for Grade Teachers.

1st. Graduates from the city training school, with no previous teaching experience, shall receive $40 per month; where the graduates have had one or more years of successful teaching, they shall receive $45 per month.

2nd. Graduates from a university or college with one or more years of successful teaching, or from a state normal school, shall receive $50 per month.

3rd. After the first year the salary will be advanced annually $5 per month until the teacher reaches $60 per month, provided at the close of the second year she files with the Board a first grade certificate.

4th. The salary will be advanced annually from $60 per month, at the rate of $2.50 per month, until it reaches the maximum, $70. A teacher to receive the benefit of this increase must first file with the Board a certificate that she has attended regularly and successfully completed one or more summer courses in some recognized university, college or state normal school.

5th. After a teacher has reached the maximum salary the Board will expect her to file, at least once in five years, a certificate that she has attended regularly and successfully completed one or more summer courses in some recognized university, college or state normal school.

6th. No salary now paid to any teacher shall be diminished by any provision of this schedule.

Adopted by the Board of Education, June 22, 1910.

Reason it is Difficult to Increase Salaries of Grade Teachers.

The reason it is so difficult for grade teachers to obtain an increase of salary is that any increase at all amounts in the aggregate to so much. Over seventy per cent of the tax levy for operating expenses is for teachers' salaries and the grade teachers, on account of their numbers, receive the larger part of this amount.

Janitors' Salaries.

In 1885 the janitors of the four four-room buildings were paid $25 per month; the one for the six-room building, $35; and the one for the High School, a twelve-room building, $50. At that time the janitors were employed for only nine months of the year. In 1890 the salaries of all the janitors were increased $5 a month. After that date it is difficult to determine how much of the advance in the salaries was properly an increase, for all the buildings, excepting the Cooke, were enlarged one after another, and the service required was not the same in any two of them. If the amount paid the janitor of the Cooke School be taken as a standard of the increase, then it could be determined; for the janitor of that building received $25 per month in 1885; $32.50, in 1899; $40, in 1902; and $42.50, in 1908.

Salary of the Engineer.

The engineer of the heating plant began in 1905 with a salary of $70 a month, for a year of twelve months; in 1906 it was advanced to $80; in 1907, to $90 and in 1909, to $100.

Janitors Make the Repairs.

It was difficult for the wages paid to secure and keep the best men as janitors when they were given employment for only nine months in the year. For this reason the Board decided, in 1907, to have the repair work, such as kalsomining, painting, etc., done by the janitors and thus furnish them employment for eleven or twelve months of the year. This arrangement proved to be a satisfactory adjustment of the question of janitors' salaries, and the quality of the repair work did not suffer in the least while the amount of it was greatly increased and the

buildings were thus made more sanitary and attractive. During the summer vacations all the woodwork, windows, desks and inkwells were as thoroughly cleaned as water and cleansing material could make them. The walls and ceilings of the rooms and halls, when they were not kalsomined, were carefully brushed and the basements were whitewashed. In addition to this, it was the custom in later years to have the Board of Health fumigate all the buildings the week before the schools opened in September.

A Faithful Janitor.

To Gust A. Stromgren, who was janitor of the Churchill School for seventeen years, belongs the credit of instituting the custom of thoroughly renovating the school buildings in the summer vacation. For many years he was the only janitor employed the year round, and all the buildings and grounds were placed in his charge during the long vacation. The condition in which he found some of the buildings distressed him greatly, for his own was always a model of neatness and cleanliness. His idea was that, if the buildings were turned over neat and clean to the janitors at the opening of schools in September, they would certainly try to keep them so during the year. The Board agreed with him and gave him the help he needed to do the work in August. Where it was possible he secured as his help the janitors who were to have charge of the buildings during the school year. Thus he practically conducted for a month each year a normal school for janitors. This was the origin of our clean school buildings. He showed his superior intelligence in many ways; for example, the noiseless eraser now used in the schools was devised by him, years before there were any such erasers on the market. There are reasons for believing that the idea of a noiseless eraser originated with him. He was thoroughly devoted to his work. The steam pipes never froze in his building, though it required him many a time to remain all night with his heating plant. There was never

a person employed by the Board of Education who did his work better than Mr. Stromgren.

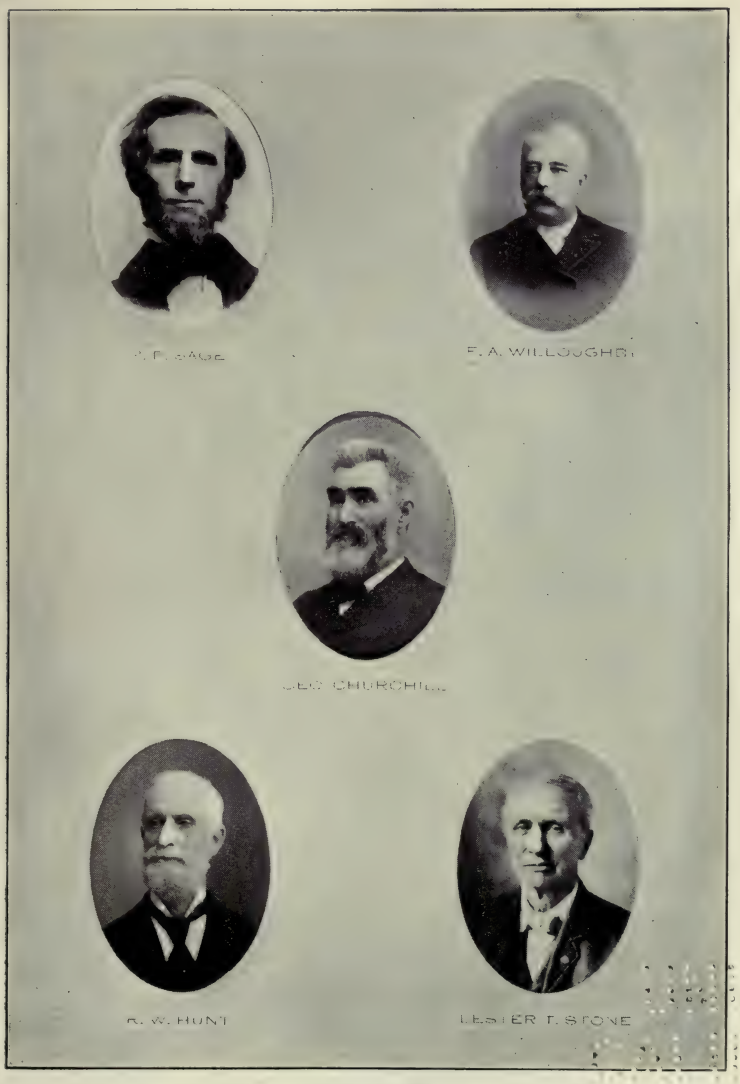
12. THE HIGH SCHOOL AND DEVELOPMENT OF ITS ACTIVITIES.

High School Changes its Function.

During this period the changes in the High School were more and greater than those in the grades. This would naturally be the case, for within this time the present function of the High School as an institution was largely developed. In 1885 the High School was doing the work of the old academy—preparing the few for college—and its very existence was at times threatened. That the High School should give instruction suitable to the many who were to enter the varied industries, as well as to the few who were to enter the professions, was not thought of at that time. The Galesburg High School was among the first to recognize its duty to the many as well as to the few, to broaden its scope of work and to adjust its organization so that the most could be made of the greater opportunities. There are many evidences that the school met with the approval of the public during this period, one of which was the increased attendance. The first year the total enrollment was 117, and the last year, 767, or an increase of five hundred and fifty-five per cent. The grades during the same period increased sixty-two per cent. and the population of the city about the same.

English Course Introduced.

In 1888 an English course was added to the curriculum. Previous to that date there had been but one course, the Latin. The Latin course was designed for those who were preparing for college and the English course for those who expected to complete their education in the High School. The subjects which were substituted at that time in the place of Latin were physiology, bookkeeping, English history, constitution of the United States, chemistry, history of literature and political economy. At that time the work of instruction was first



SIXTH WARD

The Representatives of the Sixth Ward on the Board of Education since its First Organization in June, 1861.

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divided into departments: Latin, mathematics, English and science.

Second Revision of the Curriculum.

In 1895 the curriculum was again revised and divided into three courses; the Latin, for those who were preparing for college; the commercial, for those who desired to prepare themselves for business; and the scientific, for those who intended to enter no higher institution of learning but who wanted a broader education than the grades gave. In this revision the time given to many of the subjects that had been in the two courses was lengthened. This was especially true of the departments of science and English. The following subjects were also added: stenography, type-writing, commercial arithmetic, commercial law and mechanical drawing. All the subjects were made elective at that date. The department of public speaking was created in 1895.

A Fourth Year Added.

In 1903 a fourth year was added to the Latin, or college course. At the same time the following subjects were introduced: commercial geography, advanced algebra, solid geometry, business English and United States history.

Manual Training Introduced.

When manual training was begun in the Galesburg High School in 1887, the subject was being generally discussed at educational meetings and in the educational press, but no public high school in the state had introduced it into its curriculum. It is true that previous to that date in a few cities, Galesburg among them, some forms of hand work had been encouraged in the grades—much of it being done at home. The introduction of manual training in the Galesburg High School could not have have been more modest; no public meetings were held; the Board of Education was not asked for any appropriation; it was not even consulted in the matter. An old carpenter bench was found in the basement of the Churchill, then called the High School, building, and the boys brought in some tools from home and some were purchased with

money contributed. Mr. Earle W. Stilson, a former pupil of the school, who had been attending the Chicago Manual Training School founded by the Commercial Club of that city, was at home for a time and generously gave his services as an instructor for an hour or two a day for a month or more. When he left the city, Mr. G. H. Bridge, then teacher of penmanship, who had become interested in the work he saw the boys doing, volunteered to take the place of Mr. Stilson, the work being all done after school hours. Members of the Board of Education, hearing of what the boys were doing in the basement, visited them and became interested also. So well pleased were they at the end of the year with the work the boys had done under such unfavorable conditions, that they changed the plans of the High School building, then in process of erection, and made provision for a shop on the third floor, equipping it with benches and tools sufficient to permit ten boys to work at a time; they also employed a teacher for the next year. It was largely due to the active interest of Director N. C. Woods that this provision was made for manual training. The work in this department was, from the first, entirely voluntary on the part of the pupils; previous to 1895 it was done after school hours and on Saturdays. No credit was given on the records at that time for the work of this department. There was certainly as much interest displayed by the boys under those conditions as there was in later years when the work was done during school hours and credit was given for it.

Work of the Department.

When the department was thoroughly organized in 1890, the work of the first year consisted of exercises in planing, sawing, chiseling, boring and turning; in the second year, in joinery and turning; and in the third year, in turning, pattern-making and carving. The number of exercises or problems in each year was twenty-five to thirty, and they were worked out with pieces of lumber twelve inches long, which the Board supplied. After the exercises of each year were completed, the principles mas-

tered and the skill acquired were applied in making some useful article of furniture, the boy purchasing the material and keeping the article made. Such articles were made as hat-racks, book-cases, writing desks, tables, sideboards, etc.

The Finished Product.

An interesting fact in the development of manual training is that at one time it was not considered by the schoolmen good pedagogy to have the boys make finished products; it being claimed that the object of the work was to make boys—not furniture. Applause generally greeted such a remark when delivered before a meeting of teachers. The Galesburg High School continued, however, to make the finished products, convinced as it was, that it was the finished product that gave the interest to the subject and stimulated the boys through all their work. The most valued piece of furniture in many of the homes of Galesburg is the one made by the son while in school, valued because the parents feel that it helped to make their boy. The hat-rack that has done service for years in the office of the Superintendent of Schools is a good illustration of this point. An exhibition of this work was held annually at the close of the year when hundreds of citizens examined it with interest and gave it their heartiest approval. This did much to make the work a success. Today the finished product is considered as essential to manual training as is Hamlet, to the play of Hamlet.

Equipment Before the Fire.

For the first two years no machinery whatever was used in the work. In 1889 a foot-power lathe and a hand-power saw were purchased. A circular saw run by an electric motor was added the next year. Mechanical drawing was made a part of the work in 1895. When the addition was built to the High School in 1896, a large and well-lighted room was provided for the department in the basement; and at that time it was transferred from the third floor to the basement. Six lathes for wood were purchased in that year. Two years later a circular saw, a band saw and a planer were added; and, in 1903, a

lathe for iron and a forge for blacksmithing. These machines with the hand tools comprised the equipment at the time the building was burned in 1904. For the first five years the power used was electricity furnished by the street car company. When a steam heating plant was installed in the High School building in 1901, a twelve horse-power engine was substituted for the two electric motors that had been used.

Equipment After the Fire.

When the new High School building was erected, the manual training department was again placed in the basement. The rooms were sufficiently large and well lighted, but the noise of the machinery disturbed at times the recitations in some of the classrooms. In order to get the machinery out of the High School building and to have a shop for iron and forge work and to provide a manual training center for the boys of the seventh and eighth grades of the city, the Manual Training building to the north of the High School was built in 1910. In order that all the space that had been provided for manual training purposes might be utilized, this building was connected with the High School building by a tunnel. At the close of this period the equipment of the manual training department, in addition to the usual hand tools, consisted of the following: four direct-connected lathes for wood, a planer, a circular saw, a scroll saw, a mortiser, a jointer, a lathe for iron, two emery grinders, a drill press, and six forges for blacksmithing.

Number Taking Manual Training.

Of the fifty-two boys enrolled in the High School during the school year of 1889-90 thirty-five volunteered to do the manual training work. Thirty-one of them did all the exercises and twenty made a finished product. Of the sixty-one boys enrolled in the school in 1893-4 thirty-eight did manual training work; in 1897-8 sixty-five of the one hundred and ninety-eight boys in the school chose manual training; in 1902-3 one hundred and twenty-five of the two hundred and twenty-eight boys in

school took the work, which was approximately the annual enrollment in the manual training department for the remainder of the period. The fact that the number of boys who took manual training in the later years was not as great in proportion to the numbers enrolled in the school as it was in the earlier years is largely due no doubt to the introduction of the print shop (a form of manual training which employs the activities of some thirty boys), the debating club, the dramatic club and athletics—which became popular in the later years. The interest of those who took manual training never flagged in any year. The great success of this department was due to Mr. G. H. Bridge who had charge of it during all this period. He possessed to an unusual degree the ability to help boys to help themselves.

Domestic Science Introduced.

It is remarkable that domestic science was not introduced until 1903—sixteen years after the introduction of manual training. The credit for the introduction of domestic science is due to the women's clubs of the city, as may be seen from the following extracts taken from the records of the Board of Education:

"November 10, 1902.—The following communication was presented by Director (Mrs. G. W.) Thompson: 'Manual Training for boys has proved an undoubted success in our Galesburg Schools, people all agreeing that it is both profitable and instructive. A feeling exists—and we believe public sentiment tends strongly in this direction—that the girls of our city should be given a like advantage in the training of the hand and eye as well as the brain, and that education directed toward the practical realities of life will better prepare girls for their needs as useful daughters and home makers. The Women's Clubs, believing all this, have raised money enough to equip and maintain a Domestic Science department for a term of five months, and they ask you, the Board of Education, to make this experiment, beginning with the winter term and continuing through the remainder of the school year.' On motion the matter was referred to the Supply Committee."

The reason Mrs. Thompson brought about the introduction of domestic science in this manner was to enlist

the active interest and to secure the cordial support of the mothers for whose daughters the department was to be established.

"Called meeting, November 25, 1902.—Director Charles R. Van Brunt moved that the Board of Education provide a room for the trial of Domestic Science for a period of five months, the Ladies' Clubs of the city providing the means of conducting the same. The motion prevailed unanimously. A special committee, consisting of Directors Mrs. Thompson and Mrs. Read and Superintendent Steele, was then appointed to take charge of the Domestic Science Department."

In accordance with this resolution a room was provided in the Annex of the Central Primary on Cedar street, the tables, which are in use to-day, being made by the boys of the manual training department. In January, 1903, practical lessons in the art of cooking were begun under the supervision of Mrs. Clara G. Rhodes, a teacher of experience and a graduate of the Lewis Institute, Chicago. This experiment of the women's clubs was so rational and so successful that, at the end of the school year, the Board of Education, without a dissenting vote, made domestic science a regular department of the school. Ample provision for a domestic science department for both cooking and sewing was made on the second floor of the Central School building which was begun in 1903 and completed in 1904. Sewing was made a part of the work in September, 1906. Popular as was manual training with the boys, domestic science was even more popular with the girls. This was due no doubt to some extent to the sane and scientific manner in which Mrs. Rhodes presented the work and to the interest and industry she herself displayed. One hundred and eighty girls chose the work the first year, and in 1910 there were one hundred and seventy-two girls enrolled in the cooking department and one hundred and thirty-three in the sewing; that is, three hundred and five of the four hundred and fifty-three girls enrolled in the school for that year took domestic science work. Of that number only seven dropped

the work during the year. The number wishing to take the work was always so great that the girls never were given more than one lesson a week. The cost of the supplies for this department was from $10 to $15 per month.

How the Department of Speaking Came to be Organized.

One of the peculiar, if not distinctive, features of the Galesburg High School in this period was that it did not adopt the practice, which became universal in other schools, of importing a speaker for its graduating exercises. The graduates themselves did all the speaking, and frequently the band or orchestra that furnished the music for those occasions was composed entirely of members of the school. Only such of the graduates as desired to speak appeared on the program, which was limited in length to two hours. This necessarily made the addresses of the graduates short. They generally occupied from three to six minutes, which is time enough for anyone to show such ability and talent as he may possess, and that is what the people are interested to know on such occasions. The exercises were always held in the largest auditorium in the city, and it was never large enough to accommodate all who came to attend.

To prepare a high school boy or girl to speak to an audience of two thousand or more, some practice in public speaking was needed. This made it necessary for the school to provide for rhetorical work, to excel in which has always been regarded as a most valuable accomplishment. For one to understand parliamentary law and to be able to think and speak while on his feet was never more important than it is to-day when almost every person is a member of one or more lodges or societies. For years a special teacher was employed to drill those of the graduates who were to speak on commencement day. Miss Harriet Blackstone who trained the graduates of 1895 was employed by the Board of Education to devote half time during the entire year to such work with all the classes. The success of the first year led to such an extension of the work that it was necessary

to employ an instructor for the full time. In this way came the department of public speaking in the High School—a direct result of having the graduates speak on commencement day. It is worthy of note that the department was not created but grew naturally out of the conditions existing, which is the only kind of development that is healthful. It was a characteristic of the school in this period that nothing new was ever added; it simply came in response to favorable conditions which were recognized and fostered by the management.

Declamatory Contests.

In 1896, the year after public speaking was made a part of the school work, this school, with other high schools in this section of the state, formed an organization which, under one name or another and composed of different schools at various times, held annually in the spring a declamatory contest in which three prizes were awarded. The students took great interest in these contests and received much benefit from the preliminary drilling and minor contests necessary to determine the one who should represent the school. These annual contests continued through the remaining fifteen years of the period, and the Galesburg High School won at least its share of the prizes—eight firsts, six seconds, and one third. It was in these contests and the preparations for them that the fine spirit of loyalty for which the school became so well known first began to develop.

Literary Societies Organized.

When the boys and girls came to realize and appreciate the value of the rhetorical work they naturally wanted more of it than could be given by the department, though the work found its way into some of the English classes. For this reason a number of the students organized themselves into two literary societies, the Lincoln Debating Club for boys and the Elizabethan Literary Society for girls.

Lincoln Debating Club.

The Lincoln Debating Club was organized by some twenty-five boys, February 12, 1904; hence its name, which was adopted after they were unable to agree on any of the other names proposed. The object of the Club was to acquire practice and proficiency in debating, extemporary speaking and parliamentary law. Its membership was limited to thirty-five. This Club did much for many of the boys by developing them in the art of public speaking and debating. It also helped the school by stimulating its literary activities and by bringing it victory after victory in contests with other schools. From 1906 to the close of the period the Club held ten debates with other high schools; three with Springfield, two with Quincy, two with Monmouth, and one each with Joliet, Burlington and Kewanee. In these ten debates the Club was victorious in all but one, receiving the unanimous decision of the judges in seven of them. The school printing plant, which cost a thousand dollars and on which the school paper, The Budget, is printed, was bought, paid for and presented to the school by this Club. The Lincoln Debating Club will live in the memory of many a man as the place where he first had his vision.

Elizabethan Literary Society.

The Elizabethan Literary Society was organized by the girls in 1905. Its object was the same as that of the Lincoln Debating Club, and its membership was limited to thirty. From the first there was a friendly rivalry between these two organizations, which proved to be stimulating to both. One of the events of the year in the school was the joint debate between representatives of these societies. There were six annual debates thus held, in four of which the "Lizzies" were victorious. In 1910 this Society held a debate with the Quincy High School and was successful in gaining another victory for the school. In three of the successful debates which the "Lincolns"

held with other high schools, the "Lizzies furnished one member of the team which was composed of three speakers. The girls also rendered valuable service in the editorial work of The Budget.

The Budget.

The Budget was the weekly news and literary organ of the school. The first issue bears the date of December 11, 1903. Its original object seems to have been to stimulate writing and expression in the rhetoric classes, for they, under the instruction of Miss Frances Arnold, assumed the responsibility of doing the literary work. The editors were at first elected for a month. After the first month the editor of the preceding month became the assistant of the next. The editor thus had an assistant who understood the work and was a valuable aid. This plan made it possible for many persons to have the experience and training given by such work. The printing of the paper was done by the boys in the manual training department. The names of the boys who set the type and did the printing appeared on the issues as typesetters or publishers. The printing was done on a small hand press which would print a page five by seven inches. The printing outfit was purchased for $105.50 of Mr. O. J. Colton, who rendered valuable help to the boys by showing them how to do the work. The printing plant which was paid for by the pupils of the school was destroyed by the fire of April 10, 1904. This caused the publication of The Budget to be suspended for a time. The paper was revived by the Lincoln Debating Club and the first number issued under its auspices appeared September 25, 1905. It was printed by the Wright brothers, members of the Club, on their own press until May 14, 1906, on which date appeared the first issue of The Budget from the press of the Lincoln Debating Club. The school was always loyal in its support of The Budget, nearly every student feeling that it was his duty to be a subscriber and pay the annual subscription, fifty cents. Those who have carefully investigated the subject

claim that The Budget was a pioneer among the high school papers in the West. If not the first, it was one of the first to be issued weekly and printed on the school's own press, all the work being done by the pupils.

Dramatic Club.

The Dramatic Club, composed of both boys and girls, was organized in 1907. All those who took the third year of public speaking were eligible for membership in this Club. It gave three plays a year in the study hall which on such occasions was always crowded to overflowing. From these plays, to which an admission fee was charged, about one hundred and seventy-five dollars were netted each year, which amount the Club invested in pictures and statuary for the school. The frieze on the north side of the study hall was the Club's contribution, in 1910-11, to the ornamentation of the building.

The two pianos, the curtains and scenery for the stage, and all the pictures decorating the walls, were obtained by means of entertainments given by the pupils themselves under the auspices of the teacher in charge of the department of public speaking, or of the Dramatic Club.

A Printing Plant Purchased.

In the spring of 1906 the members of the Lincoln Debating Club held a special meeting in the Board of Education rooms at which they decided to install a printing plant in the High School. The proposition involved an initial outlay of $600 with some $400 more to follow, but the boys found no difficulty in getting persons willing to back them for that amount for such a purpose. After consulting with various printers in the city, a 10x15 Chandler and Price, Gordon press and a 25-inch Advance paper cutter, together with type, imposing stone, etc., were ordered. The Board of Education fitted up two well-lighted rooms in the basement for the accommodation of the plant, and it was installed within sixty days after the Club had decided to have a printing outfit of its own. Mr. Robert A. Chandler, then a teacher in the school, was the directing spirit among the boys at that time, and he was largely in-

strumental in securing the installation of this plant. A motor to run the press was purchased in the fall of 1906 and additional equipment was added as the means at the command of the Club would allow. In two years and six months the plant was completed, the entire cost being over $1,000.

The Printing Plant Presented to the Board.

After all the indebtedness had been paid the Lincoln Debating Club, at a banquet held in the Central Church on the evening of Lincoln's one hundredth birthday and of the fifth anniversary of the organization of the Club, presented the entire plant to the Board of Education. Mrs. G. W. Thompson graciously accepted the gift on behalf of the Board. Undertakings like this, successfully carried through, are what make men out of boys, and at the same time the effect on the school is invaluable.

Work Done in the Print Shop.

After the press was placed in the school an average of thirty boys each year did work in the print shop, learning to set type, doing the printing for the school, getting out The Budget each week, doing much of the printing for the Board of Education and any other odd job that happened to come to them. The boys never solicited work as The Budget never asked or received any advertising from the merchants, except for two special numbers. The boys always found the printers of the city ready and willing to help them learn the elements of the trade. Mr. S. A. Wagoner frequently rendered valuable assistance to the young printers.

Expenses of the Shop.

It was soon found to be best to have some one with experience to teach the boys each day for an hour or more. At first a regular printer was employed by the boys. It was not long, however, before some of the boys in the shop became competent to act as foremen. For several years graduates of the school who were attending college served in that capacity and were paid for their time. The profits of the shop were taken to pay for this

help, which cost on an average about $200 a year. The Board of Education never paid a dollar for the support of this department. The boys took great pleasure and pride in meeting all the expenses incurred.

Value of Printing Plant.

No other activity in the school offers greater advantages for growth and development than do the print shop and The Budget in the typesetting room and press room, on the editorial staff and in the circulation department, in purchasing supplies and keeping accounts. These furnish the best of work for the brain, the hand and the eye, and call for a large exercise of judgment and common sense. A thousand dollars a year is made and expended by the students in this department, a report of which is annually made to the Board of Education. It is a bit of real life in school work—something in which the education of to-day is woefully deficient.

Gregg Shorthand Club.

The Gregg Shorthand Club was organized in 1906. Members of the advanced class in shorthand are eligible to this Club. Its object was to develop special proficiency in the art of stenography, to contribute something from time to time to the permanent interests of the school and to provide social entertainment for its members. It did a great amount of work in getting out the outlines and examination questions for the school, and its income from doing outside work at times was considerable. It made valuable contributions to the decoration of the building, but its most notable work was the publication, in 1907, of a History of the Galesburg High School. This history, consisting of eighty-six pages, was prepared and financed entirely by this Club.

The First History of the High School.

The first History of the High School was printed in 1899. It was published by Roy Livingston Piatt, a student in the school. It was his own idea and he had the ability and energy to carry it out, doing the work and assuming all the financial responsi-

bility. It was a great undertaking for a boy in his teens, but the result was a book of seventy-four pages that reflected great credit on the school as well as on the author.

German Club.

Der Kaiser Wilhelm Verein, a German Club, was organized in 1909. Its object was to make its members more capable of conversing in German and to learn something about the country of Germany itself. Its meetings were held once a month at the home of the teacher of German, Miss Bess Henry, and the programs included games, songs and conversation in German. The membership of the Club was limited to students doing the second year work in German. On special occasions such as Hallowe'en and Christmas time, the Club gave entertainments in the gymnasium.

Musical Organizations.

While music was never taught in the High School yet after Mr. Frank D. Thomson became Principal in 1895, the pupils were encouraged in many ways to improve their musical talents. The first musical organization was a band composed of seventeen boys. Each boy furnished his own instrument and bought his own music. Two of the teachers, Mr. Frank D. Thomson and his brother, Presson, gave their services and instructed the boys one or two evenings a week. This was in 1897, and so well did the boys do that this band furnished the music for the graduating exercises of 1898. Later several of the boys were able to play with credit in similar organizations in the city. The morning exercises in the study hall and the entertainments given by the public speaking department, created a demand for music and offered an excellent opportunity for its development. All that was needed was encouragement and direction, which Mr. Thomson was most able and willing to give. The result was that there were always some musical organizations in the school, generally an orchestra of from ten to twenty pieces, and a girls' glee club and a boys' glee club of from ten to thirty voices each.

Twice a band was organized and in each case it was a success and was the pride of the school. There is no difficulty in having music in a school provided some of the teachers are able and willing to direct it.

Athletic Organizations.

While there were the usual athletic organizations in the school, they never came into prominence or achieved any special distinction. The atmosphere of the school was not conducive to their development any more than it was to the organization of fraternities and sororities—two institutions which, by the way, were never heard of in the Galesburg High School. The students were too much occupied in the manual training department, the print shop and in other groups working along literary lines to become enthusiastic over athletics or social functions—and one of the necessary elements of success in any school enterprise is enthusiasm. There is nothing more important in education than physical training, such as is given in the grades where all take part in it and none pursue it to exhaustion. The school was a member of the Military Tract Athletic Association for sixteen years, and in that time it took first place once and second place once. In the Big Eight Association it took first place twice.

Men Teachers.

There were no men teaching in the High School previous to 1895. In that year when Mrs. Mary E. Gettemy who had been the efficient Principal for twenty years, asked to be relieved of the responsibility of the principalship, Mr. Frank D. Thomson was made Principal. At the same time it was decided by the Board that the teaching force in the future should be, as far as possible, composed equally of men and women. There was no thought of making any reflection on either sex in this action. That is the composition of the home, and the normal home is a good model for the school in most respects. This policy was followed in practice with good results. In 1910 there were sixteen women and eleven men in the corps of teachers.

Individual Instruction.

Special attention was given to those pupils who for any reason and at any time found their work difficult. It was a pronounced policy of the school to allow no one to fail if it were possible to prevent it. It was considered a mark of superior teaching to hold a pupil in school rather than to allow him to drop out, to get him finally through his work rather than to have him fail in the end. The program was so arranged that each teacher had at least one period a day that was devoted to giving individual help to such as needed it. It was made impossible for a pupil to lay the cause of his failure on any one but himself. This helping period no doubt saved many a pupil, and it brought about a relation between the teachers and pupils that was conducive to a proper school spirit.

The Study Hall Plan.

The study hall plan was one of the important features of the school. In place of many class rooms there was one study hall that was large enough to accommodate every pupil with a seat and desk. There all the pupils assembled twice a day, at the opening of each session; there they went to prepare their lessons when they were not reciting. These daily assemblies gave the Principal an opportunity, such as the head of every institution should have, to direct and mold the sentiment of the students by saying the right word at the right time and in the right way. When a contest or an entertainment was about to take place a mass meeting was frequently held at the close of the morning exercises. At these meetings some of the students would address the school in the interests of the coming event, and a student or a teacher would lead in the school yells which would be given by the entire body with the same feeling of propriety with which they had joined in the morning devotionals. Some of the most interesting treats the school enjoyed were the opening exercises which were conducted by the "Lincolns" or the "Lizzies." There were generally two of these each year, and some of

EDWARD HAYES
1868-69

MRS. SARA M. McCALL
1869-76

F. D. THOMSON
1895-1909

A. W. WILLIS
1909-

MRS. MARY E. GETTEMY
1876-95

PRINCIPALS OF THE HIGH SCHOOL

them were models of keen wit and sparkling humor. These are good examples of the freedom and initiative which were allowed the students and which were never abused. This close association of the student body also called forth and inspired the musical and literary talents of the pupils. The study hall plan is a great means of unifying the student body and creating an esprit de corps that is invaluable to a school.

Causes for the Growth of the School.

The object of the school was to make it a place where every one, no matter what type of mind he might have, would find something that appealed to him and into which he could throw his energies and thus discover what manner of person he was. An education that does not reveal to one his special gift is, to say the least, of questionable value. The growth of the High School in this period was phenomenal, amounting to five hundred and fifty-five per cent, while the grades and the population increased but sixty-two per cent. The cause of this growth was frequently the subject of discussion. Different reasons were assigned for it by different persons. To attribute it to any one cause would be to make a striking exhibition of narrowness. The broadened curriculum, with its manual training, domestic science, department of public speaking and commercial branches, such as bookkeeping, stenography, typewriting, etc., the elective system, the study hall plan, the helping periods and the student enterprises, such as debating clubs, print shop, The Budget, dramatic club, literary contests, musical organizations, and the remarkable school spirit with its loyalty and enthusiasm permeating every school activity —each of these contributed a part, some more than others. But all of these combined would have fallen short of the success attained had it not been for the character and personality of the man at the head for fourteen years, Mr. Frank D. Thomson.

The Significant Place of the High School.

The high school holds the significant place in the educational institutions of this country. A good high school in a community, that is, a high school doing good work and whose attendance approximates its proportion of the school population, is conclusive evidence that the elementary schools in that community are in good condition; for it is from these schools that all the material of the high school comes as, on the other hand, the high school now supplies the colleges and universities with their students. For this reason a board of education should never hesitate to expend on its high school whatever money is needed to make it the very best, provided always that the attendance approximates its proportion of the school population of the district. If the time and money now expended by teachers of the high school and those who are directly responsible for its management in gaining a knowledge of college requirements and in adapting their work to these requirements, were given to a first hand study of the conditions and problems that the elementary schools must meet and to a like study of the industrial and social conditions of the community, it would be better for the interests of education because the relations of the high school to these institutions and conditions are vital. The measure of the vital relation of the high school to the college and university is the proportionate number of its students who enter these institutions. The number of such students has greatly increased within recent years and it will continue to increase as the high school grows, but the ratio of those entering the college or university to those attending the high school is small and will become less as the high school develops in efficiency—efficiency that meets the needs of the people. For this reason the high school of the future, as well as of the present, should make the social and economic conditions of the community its great subject of study rather than the requirements of the college and university.

13. THE ELECTIVE SYSTEM.

All the studies in the Galesburg High School were made elective in 1895. As this was the first high school to recognize and adopt the elective principle in its curriculum and as practically all high schools later adopted it to some extent at least, it may be worth while to give a few of the reasons that led to this radical departure from the traditions of the past.

All Studies Made Elective.

A careful record which had been kept of the previous five years showed that forty per cent of those entering the school dropped out during the first year. Of this number over one-half left school because they were failing to do the work in some subject. They knew that failure in any subject meant that they could never receive a diploma from the school. Yet failure in any subject, important though it might be, did not seem to be a sufficient reason for discouraging a pupil in his effort to get an education. A wise parent would not treat his own child in that way. For this very reason he would make all the more effort to find some other line of work that the child could follow advantageously. A school should treat its pupils as a wise parent does his child. It was thought by the Board that nothing could be more absurd than to think of education as consisting of a knowledge of certain subjects, unless it might be to insist on giving all types of mind the same training. It was certainly a recognition of these two absurdities when the high schools first divided their curriculum into two or more courses of study. If no pupil took all the subjects taught in the school, why not allow him to choose those that appealed to him, those that enlisted his interest and for which he was naturally equipped? There was certainly nothing sacred in the different courses of study, either as to subjects taught or in their arrangement, for at that time there were hardly two high schools in the country in which similar courses were composed throughout

Reasons for Making the Studies Elective.

of the same subjects. Neither were the subjects arranged in the same sequence. This was in the days when high schools were not standardized by universities and colleges.

Form of Diploma Used.

In order that the diploma given might not be deceptive, a certain number of credits was assigned to each subject and, when a required number of these credits was made by the pupil, he was given a diploma in which each subject he had completed, with the number of credits assigned to it, was written. Thus the door to honorable graduation was never closed on the pupil by the school.

Opposition to Elective Studies.

No objection was made to this plan in Galesburg by the teachers, the pupils or the parents, but it was too radical a departure from the beaten path to be accepted by the profession, even with modifications, without much opposition. The discussion began in 1899, when the Superintendent of the Galesburg Schools read a paper on the subject before the Department of Superintendence of the National Educational Association at Columbus, Ohio. Within two years following this meeting he was called to present the subject at our State University before its Conference of High Schools, at Chicago University before the Conference of Affiliated and Accredited Schools, and before the Illinois State Teachers' Association. A warm discussion, participated in by many, followed the presentation of the subject at each of these meetings. The elective plan met strong opposition generally from college men, but it found friends among superintendents and high school men.

Elective System Explained.

Under this system a pupil on entering the High School, with the advice of his parents and eighth grade teacher, selects the studies he wishes to pursue, the same freedom being given the pupil in the selection of a *subject* that has always been given him under the prescribed course system in choosing his entire course. In one case he chooses the course for a term, in the other for

three or four years. The same freedom allowed at the beginning is granted whenever a subject is completed and another one is to be taken up. The value of each subject is constantly explained and impressed upon the pupil. This method affords an opportunity of adapting the work to a pupil as his type of mind is revealed and his capacity is manifested.

Effects on Attendance.

In less than two years after this system was adopted the school building had to be more than doubled in capacity to accommodate those applying for admission. In this time there was practically no increase in the enrollment in the grades.

Criticism of the Three-Year Course.

Another matter that brought on the school considerable criticism from the profession was the three-year course of study. Previous to 1903 there were only three years in the course of study. The reason for this was simple and certainly sufficient. The two colleges in the city each had a preparatory department which consisted of three years. Under these circumstances the only practical thing to do was to have the course in the High School three years also. When the two colleges lengthened their preparatory courses to four years, then, in 1903, a fourth year was added to the Latin, or college course, in the High School. At the same time the three-year course was retained, and it was this fact that caused the criticism to be renewed. No other high school in any city of considerable size in the state had at that time anything but a four-year course. It was claimed by the profession, especially by the colleges, that such a course was lowering the standard of education. The North Central Association of Colleges and Secondary Schools refused to place the Galesburg High School on its accredited list, though no one at that time had asked to have it accredited. By some people much was made of this fact. When their criticism reached the members of the Board of Education and the citizens it naturally had the desired effect on some, and in a

moment of weakness the three-year course came near to being sacrificed. At that critical time, March, 1910, the matter was taken up with Dr. H. A. Hollister, High School Visitor of the University of Illinois, who was that year a member of the committee that was to make the report on the schools to be accredited. The following letter was written to him at that time:

"Galesburg, Ill., March 18, 1910.

"Mr. H. A. Hollister,
High School Visitor,
University of Illinois,
Champaign, Ill.

Dear Mr. Hollister:—Last Monday, largely by chance, I had an informal conference with three members of our Board of Education on the advisability of adding another year to our Three Year Course. They said to me, "If you will make such a recommendation to-night at the Board meeting, it will no doubt be adopted." After talking with the Principal of the High School and some of the teachers who are recognized as very competent and have been connected with the school many years and understand thoroughly its workings, I could not persuade myself to make the recommendation, though I could see the points in its favor.

I am going to write you quite a long letter in explanation, and give you the situation as it is to-day in our High School. The enrollment for February was 690; of these pupils

240 are doing their first year's work.
192 are doing their second year's work.
135 are doing their third year's work.
123 are doing their fourth year's work.

The number who are expecting to graduate this year is 151, and I inclose a tabulation of these which I hope you will examine carefully.

You will see that 62 of these have completed the four year course and that 26 of those who will receive a Three Year diploma have been in the school four years. Thus 88 of the class have had the benefit of four years of training in the High School. You will notice that the enrollment of the school by classes shows that there are 123 in the 4th year. Subtracting the 88 who are to graduate, from this number, leaves 35 in the 4th year to be accounted for. Seventeen of these thirty-five graduated last year, receiving a Three

Year diploma, and returned this year to do the 4th year's work. This leaves 18 in the 4th year who are doing special work and will receive no diploma.

I want to call your special attention to the 26 who are graduating as 3rd year students but have been in the school four years. It is the opinion of the teachers that most of these would have dropped out of school two years ago, had there been only a four year course, their parents being, in many cases, unable to send them five years saying nothing about those who could not have been induced to spend that length of time in High School.

My contention is, that, by having one of the courses in the High School a three year course, it holds a large number of pupils in school one to three years longer, these 26 in the present graduating class being one illustration.

Our city has, probably, a population of 25,000. Last month the total enrollment of pupils was 3,501, of whom 690, or 19.7 per cent are in the High School. The average for the year will be, and has been for years, 20 per cent. I believe you would find that the attendance at our High School is 50 per cent greater than at other High Schools in cities of approximately our size.

That it does not, on the other hand, lower the standard of the school nor work injury to the other pupils by causing them to cut short their course (the form of the two diplomas being such as to indicate exactly what each graduate has done), I submit the record of the present graduating class as evidence. The number of pupils in our High School who complete the four years' work is as great as in other cities the size of Galesburg. The number of three year graduates is, practically, clear gain over other schools. They might be considered as a by-product, as what is done in Galesburg with that which would otherwise be treated as waste.

I cannot conceive that the work of the Galesburg High School would not meet with the cordial approval and endorsement, even, of the educators who comprise the North Central Association of Colleges and Secondary Schools, if these facts were properly presented to them. While a school is doing the work required of secondary schools by this Association and while as many are taking advantage of it as in other cities of like size, its policy cannot be to discourage or limit any work such a school can do for that great number who are destined never to enter a college. This Association, by placing on its accredited list all of our neighboring High Schools and leaving off the Galesburg High School, is putting an unmerited stigma upon it and upon the city which has done and is

doing as much for education as any city of its size within the limits of the Association.

Will you kindly bring this matter before the proper committee of the Association and ask them to lift the ban which is heavy—as heavy as the influence of the Association?

You have my permission to use this letter in any way you may desire.

Trusting that this may not only meet with your favor, but that you will be able to present the facts to the North Central Association of Colleges and Secondary Schools in such a way as to gain both their approval and endorsement of the Galesburg High School, I am,

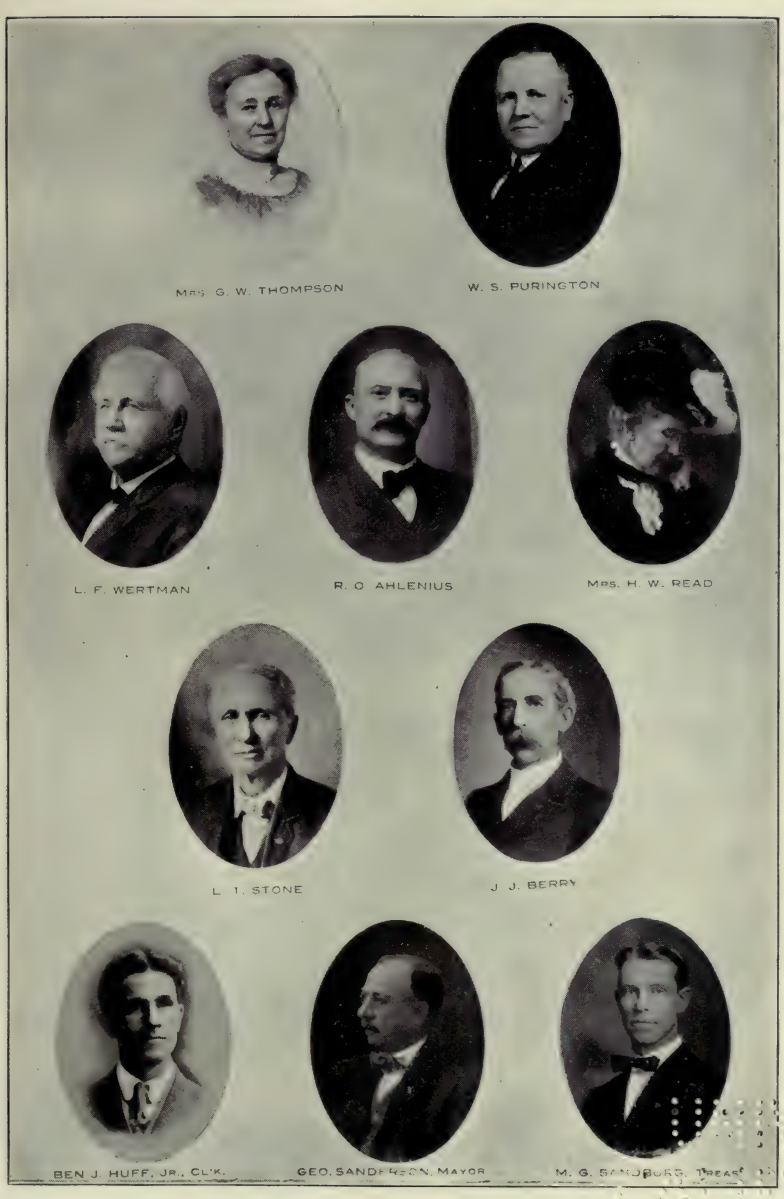
Yours very truly,
W. L. STEELE."

To the credit of the open-mindedness of the committee and the members of the Association, the Galesburg High School was placed on the accredited list of the North Central Association of Colleges and Secondary Schools, March 25, 1910. There can be no question that there is a place in the high school for a short course. The length of the course of study in a system of popular education is not so important as the number of those who take full advantage of it; that is basic. When it comes to higher education, that is another and a different question, a fact the failure to recognize which has caused the development of a system of popular education in many respects unsuited to the needs of the people. It is significant that Chicago placed a two-year course in its high school in 1910 and that St. Louis has done the same.

14. THE BOARD AND ITS EXPERIENCES.

Board Members Faithful.

Faithfulness, harmony and permanency characterized the membership of the Board of Education in this period. The members were faithful in attending the meetings of the Board. Seldom was a member absent when he was in the city and not confined to his home by illness. In twenty-six years there was only one regular meeting at which there was not a quorum present, and that



BOARD OF EDUCATION

At close of the Half-Century, June 12, 1911.

was the August meeting of 1907. In addition to the regular committee work, it was a custom of the Board as a body to inspect annually all the buildings at the close of the school year and to decide at such times what repairs and improvements should be made on each. In this way every member had a personal knowledge of the conditions of the different buildings. As each member is, by the rules of the Board, constituted a local committee to have charge of the buildings in his ward, this information was particularly valuable.

Harmony in the Board.

It was the custom of the Board not to act on any important matter until all the members could concur in the action. No member ever thought of getting a measure through the Board by a bare majority vote. In the work of the committees the same was true. If any member of the Teachers' Committee for example, objected to the appointment of an applicant, that person would not be appointed. As a result there were never any factions in the Board and every member, realizing the consideration given his vote, exercised the greatest care in forming his opinion. This state of harmony could not have prevailed had the members been elected by factions, political and otherwise, that are found in every city, or had they sought the office for personal reasons. Propositions that were right and wise would naturally under such conditions get a favorable hearing.

Permanency of the Board Members.

Faithfulness and harmony made the membership of the Board very properly permanent. In these twenty-six years there were only twenty-seven different members. Four persons served as directors from the First Ward: Mr. S. J. Parry, two years; Hon. O. F. Price, seven years; Miss M. Evelyn Strong, eight years; and Mrs. G. W. Thompson, nine years. Six served from the Second Ward: Mr. C. C. Merrill, fifteen years; Mr. L. N. Thompson, three years; Mr. J. C. Tunnicliff, one year; Mr. J. W. Hammond, three months; Mr. Charles E. Johnson, five years; and Mr. W. S. Purington, two years. Three

served from the Third Ward: Mr. N. C. Woods, four years; Mr. G. A. Murdoch, seven years; and Mr. L. F. Wertman, fifteen years. Four served from the Fourth Ward: Mr. G. L. Arnold, one year; Mr. F. S. Bartlett, nine years; Mr. J. W. Hammond, twelve years; and Mr. R. O. Ahlenius, four years. Four served from the Fifth Ward: M. D. Cooke, Esq., four years; Hon. F. F. Cooke, two years; Mr. C. E. Switzer, four years; and Mrs. H. W. Read, sixteen years. The Sixth Ward had but one director in these twenty-six years, Mr. L. T. Stone. Four served from the Seventh Ward: Mr. S. B. Inman, twelve years; Mr. Charles Van Brunt, eight years; Mr. W. A. Marshall, two years; and Mr. J. J. Berry, four years. Of these members Mr. Parry had served eight years in the previous period; Mr. Murdoch, six years; Mr. Arnold, eleven years; Mr. Cooke, nine years; and Mr. Stone, seven years. To Mr. Stone belongs the distinguished honor of having served on the Board of Education longer than any other citizen—thirty-three consecutive years. In June, 1911, he was elected for the twelfth term.

Women on the Board of Education.

Miss M. Evelyn Strong, of the First Ward, was the first woman to be elected a member of the Board of Education. This was in June, 1894. The following year Mrs. Henry W. Read, of the Fifth Ward, was elected a member. When Miss Strong resigned in May, 1902, Mrs. G. W. Thompson was elected as her successor. These three ladies demonstrated thoroughly that a woman can render valuable service on a board of education.

How Changes in Efficient Boards Should be Made.

During this period, no members of the Board who were candidates for re-election were defeated except in one year, and yet there was on an average one new member each year, owing to resignation, removal from the city, or death. This was making changes in the right way and they were frequent enough. The success of a commercial enterprise, or of any institution, is endangered whenever a change in the governing body is brought about through strife and contest. This is

just as true of a school system. The somewhat prevalent idea that a community does not have an interest in its schools unless it holds exciting elections and changes the members of the Board frequently, is a mistaken and dangerous one. It means that something is wrong somewhere, and the result must be a board governed by factions which paralyze its efficiency. When a board of education is efficient the voters show their wisdom by continuing its members. Changes will come as they have in Galesburg in this period frequently enough from other causes.

Members Defeated by the A. P. A. Organization.

The exception referred to, when two members of the Board were defeated for re-election, occurred in 1894. The cause of it was the A. P. A. movement that was then sweeping the country. These members were defeated by a vote of 1,718 to 1,066, the largest ever polled at a school election in the city. This was the first time the women took an active part in the school election. Strange as it may seem the policy of the Board continued without opposition, practically unchanged after the election. The few Catholic teachers in the school were not disturbed. This was no doubt due to their superior fitness for the positions they held.

15. THE SEMI-CENTENNIAL CELEBRATION.

When the Galesburg Public Schools closed for the year on June 2, 1911, they completed the first half century of their history. This event was celebrated by the grades, the High School and the alumni, A field day, in which all the grades and practically all the pupils participated, was held on Willard Field on the afternoon of May 26th, under the direction of Miss Soflena Mathis, the director of physical training in the schools. The girls in the first and second grades were costumed as "sunbonnet babies" and the boys in the same grades as "overall boys." The boys and girls of the third grade were dressed as Indians. The girls of the fourth and fifth grades wore "middy suits" with blue collars and white

hair ribbons. The girls of the sixth grade were dressed in white and carried garlands of pink and white flowers, while the girls in the seventh and eighth grades wore peasant costumes. Fifty high school girls were dressed as Highland lassies. The boys above the third grade wore white blouses.

Events of the Field Day.

When these children, more than twenty-five hundred in number, thus costumed entered Willard Field from the west eight abreast led by a band playing "Marching Through Georgia," and marched with a rhythm and swing one would think impossible for children, across the center of the field to the place where Miss Mathis was standing and, dividing, countermarched to the rear, it was a sight more beautiful than any which Galesburg had ever seen. It was witnessed by a crowd estimated at seven thousand. Then followed in rapid succession the games of the sunbonnet babies and overall boys divided into six groups; the Indians in their camps with their dances and yells; the exercises with dumb-bells, wands and Indian clubs, some four to five hundred taking part in each under a leader from their own number; the maypole dance around six giant poles, by the girls of the sixth and seventh grades; the folk dances by the girls of the eighth grade, some two hundred of them; and the highland fling by the girls of the High School. Each ward had a booth at which were sold refreshments, souvenirs and toys of the noise making variety. These booths which were conducted by the ladies of the wards, yielded a good profit.

Assistance Given by the Patrons of the Schools.

This event would have been impossible had not the parents, the mothers in particular, united most heartily with the teachers and the pupils in preparing for it. It involved a great amount of labor and considerable expense. Mrs. Anna Chappell Gunnell was the one who organized the parents and she worked through the women's clubs of the city. She succeeded in enlisting in each ward literally scores of women from all the walks of life, who most generously and

enthusiastically gave their time, talents and energies to the work. Mrs. Gunnell also rendered the teachers invaluable services by meeting with them many times and giving them the benefit of her knowledge and experience in planning such a feat; she is a rare artist in any work of that character.

Organization of Play-Ground Association.

The net proceeds of this field day were to be used for equipping public playgrounds with apparatus. A Public Playgrounds Association was accordingly organized. Mr. W. J. Hayward was elected President; Mrs. O. C. Gordon, Vice-President; Mrs. J. C. Toler, Secretary, and Mr. Charles E. Johnson, Treasurer. The net proceeds, amounting to something near one thousand dollars, were turned over to this Association.

The Reflector.

The High School this year dedicated its annual, The Reflector, to the Alumni Association and devoted many of its pages to giving a history of the school with its student organizations. The Reflector is a volume of a hundred pages or more issued annually by the students. It requires no little amount of literary talent as well as business ability to conduct its publication. The issue of 1911 was Volume V.

Alumni Banquet.

The exercises connected with the Semi-Centennial Anniversary were brought to a close with a banquet by the Alumni Association held on the evening of June 2nd, in the Galesburg Club. Two hundred and fifty-seven were seated at the tables, among whom were many of the earlier graduates. All the industries and professions were represented by them. After the different courses of the banquet were served, the President of the Association, Lyman P. Wilson, Esq., introduced as the Toastmaster of the evening, Hon. Wilfred Arnold, who, after making some introductory remarks, announced the following toasts and introduced the speakers in the happy and humorous way for which he is noted:

PROGRAM

"Most welcome! Be sprightly, for ye fall among friends."

BUSINESS MEETING

"To thee and thy company I bid a hearty welcome."
PRES. LYMAN P. WILSON

"The office of President is not a little honorable, but jointly therewith tedious and burdensome" - - - ROBERT RYAN

Piano Solo - - - - - - - - - HELEN ADAMS

Toastmaster - - - - - - - - WILFRED ARNOLD

"He had a head to contrive, a tongue to persuade, and a hand to execute."

"Whose words all ears took captive" - - - MRS. H. W. READ

"What's to come is still unsure" - - - - E. T. S. MASON

"Let the sky rain potatoes" - - - - - R. O. AHLENIUS

Vocal Solo - - - - - - - - WINIFRED JOHNSTON

"A chiel's amang ye takin' notes and, faith, he'll prent it."
ROBERT SWITZER

"Physicians mend or end us" - - - - DR. JOHN BARTLETT

"What a pulpit the editor mounts daily" - - - F. R. JELLIFF

Violin Solo - - - - - - - - - LULU HINCHLIFF

"With loads of lumber in his head" - - - WILLIS TERRY, JR.

"Tutored in the rudiments of many desperate studies."
MISS ALICE BERGLAND

"A college joke to cure the dumps" - - - REUBEN ERICKSON

"Join we together for the public good in what we can."
SUPT. W. L. STEELE

"Gude nicht, and joy be wi' you a'."

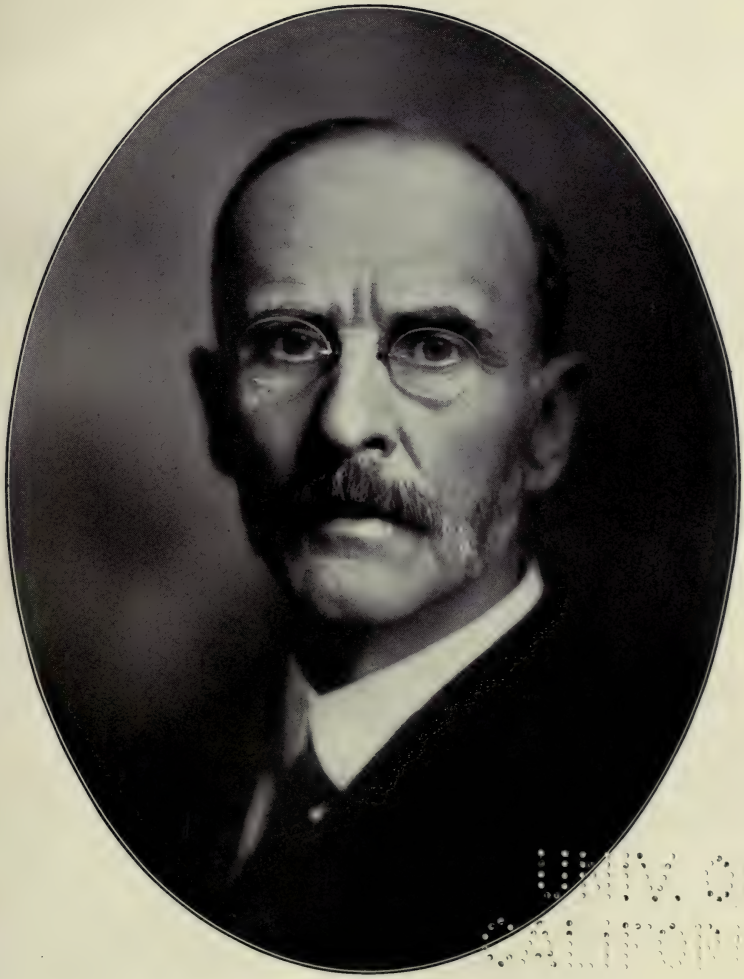
16. SUMMARY.

Time and change are natural companions. One would not expect to find anything in the schools, from the buildings to the methods of instruction in the different branches, remaining unchanged through twenty-six years. Without attempting to enumerate all the changes, those that gave character to the period and that will perhaps remain a per-

manent part of the schools are here named. While all the buildings save one have been erected, enlarged or remodeled at a cost of approximately four hundred thousand dollars, the High School and the heating plant were its chief addition to the physical equipment. The installation of sanitary closets in place of the unhealthful and demoralizing outhouses, mechanical ventilation, automatic temperature control, the method of admitting light into the schoolrooms, the drinking fountains and the school nurse, were its contribution to sanitation. No serious attention was paid to sanitation in the schools prior to 1888. The introduction of music, drawing, physical training, manual training and domestic science came in this period; as also supplementary reading, the removal of the fetish of examinations, and the articulation of the schools with the Public Library by means of the Children's Reading Room. During this period also the average monthly enrollment of pupils to a room was reduced from forty-eight in 1885 to forty-one in 1910, or more than fourteen per cent; the maximum salary in the grades was raised from $55 to $70 per month, or more than twenty-seven per cent; and a training school for teachers was established. The inauguration of the elective system and the development of the High School into an institution adapted to the needs of the many who wish to prepare themselves for the manual, mechanical and commercial pursuits of life, as well as to the relatively few who desire to prepare for college, was the most distinctive work of the period. The Board of Education may not at times have moved as fast as it might have done or have accomplished all it was possible to do; twenty-six years is a long time. It had the satisfaction, however, of always moving forward without ever being halted or reversed by the people; every step in advance was followed by another; the last building to be erected was always the best.

TAX LEVIES.

YEAR	OPERATING EXPENSES	BUILDING PURPOSES	TOTAL
1885			$ 22,000.00
1886			25,000.00
1887			25,000.00
1888			25,000.00
1889			30,000.00
1890			32,000.00
1891			34,500.00
1892			42,500.00
1893	$46,000.00	$16,000.00	62,000.00
1894	38,500.00	18,000.00	56,500.00
1895	48,603.00	14,897.00	63,500.00
1896	42,711.88	30,000.00	72,711.88
1897	48,595.10	9,154.80	57,749.90
1898	50,000.00	12,236.10	62,236.10
1899	54,000.00	15,126.85	69,126.85
1900	52,854.19	19,240.00	72,094.19
1901	61,241.32	14,212.39	75,453.71
1902	56,001.26	25,355.00	81,356.26
1903	64,180.00	25,000.00	89,180.00
1904	65,000.00	12,000.00	77,000.00
1905	63,240.00	30,000.00	93,240.00
1906	65,000.00	30,000.00	95,000.00
1907	68,088.00	26,300.00	94,388.00
1908	71,500.00	26,000.00	97,500.00
1909	86,250.00	18,850.00	105,100.00
1910	90,000.00	54,000.00	144,000.00



W. L. Steele

Superintendent of Schools
1911

CHAPTER V.

GALESBURG PUBLIC SCHOOLS: 1840-61.

NOTE—This paper was prepared by W. L. Steele, Superintendent of the Galesburg Schools since 1885, at the request of the Knox County Historical Society. Mr. Steele read it at a meeting of the Society held in the Board of Education rooms at the Public Library, on the evening of April 14, 1910. At its conclusion the Society extended to Mr. Steele a vote of thanks and requested him to continue the History of the Public Schools of Galesburg down to the present time.—*Republican-Register, April 15, 1910.*

The history of the public schools of Galesburg is divided into three periods: 1, that covering the regime of the district schools, 2, that of the union graded schools, and 3, that of the schools under the present charter. Of the first period, that of district schools, no official records can be found. The first district was organized, probably, in 1840, when the village of Galesburg numbered 272 souls. As the population increased it was subdivided, from time to time, until there were eight independent school districts, each having its own board of directors and a little schoolhouse of one department, when in 1858 they were all united into one district, comprising the territory within the present limits of Galesburg and known as the Union Graded School District No. 1. During the nineteen years which this period covers the population of the city had grown to nearly 5,000. A population of 5,000 with only eight schoolrooms, where three times that number would be required to-day, calls for an explanation which will be given farther on.

THE FIRST SCHOOLHOUSE.

The first public school building, according to tradition, for there are no records preserved and no account of it was

committed to print for more than a quarter of a century after the event, was built on the north side of the square, east of Broad street, in 1840. It was soon afterwards moved to the north side of Ferris street, between Broad and Cherry streets. It was constructed in accordance with the ideas of Mr. C. S. Colton, one of the directors, and the very novelty of the plan has preserved it from the common oblivion of the school architecture of that period. The floor was an inclined plane sloping from the rear to the front where the teacher's desk was placed, the object being to have the pupils in full view of the teacher. The pupils who attended that school all remember what a capital place the aisles were to slide down hill, and on this account it has not been forgotten. Mr. Colton, it is said, afterwards regretted that all the schoolhouses were not built on this plan. It would seat sixty pupils.

THE FIRST TEACHER.

Mr. Eli Farnham taught the first school in this building in the winter of 1840-41. The school was in session from four to six months each year; the teacher was generally a college student who was in need of money to complete his education. Prof. George Churchill, when a boy, went to this school in the winter of 1840-41 and taught it in the winter of 1848-49, when he was a sophomore in college. He received a dollar a day and boarded around, sleeping at home. One of his pupils was Miss Mary Allen West.

LOCATION OF SCHOOLHOUSES.

Some fifteen years ago the writer had several conversations with Professor Churchill in regard to the first public schools in Galesburg, with the view of printing the facts in a school report. The information, though never used, was carefully preserved, and from it he is now able to give, with other interesting facts, the names and the locations of the different school buildings at the time the districts were con-

solidated in 1858. Professor Churchill was one of the three directors of the new district thus formed. They were as follows:

Ferris Street School, on the north side of Ferris street, west of Cherry street; East Main Street School, sometimes called the Brick School, on the southwest corner of Main and Pine streets; West Main Street School, sometimes known as the Parker School, on the south side of Main street, just east of Walnut avenue; Simmons Street School, known for a time as the Blanchard School, on the north side of Simmons street east of Academy street; Tompkins Street School, where the First Baptist Church now stands; Monmouth Street School at the junction of Monmouth and Brooks streets; Chambers Street School, known as the Depot School on First street just west of Chambers street; Kellogg Street School, on the southwest corner of Kellogg and Losey streets.

COUNTY RECORDS.

If the future historian of the public schools of Galesburg goes to the county records for his information concerning the first schools, he will be mystified and misinformed. He will find that the first conveyance was made by Knox College in 1850 to school district No. 8, for $50. This was for the Ferris Street School, and ten years after it was organized. The next deed was by F. H. Pond in 1853 to school district No. 1, for $300. This was the Tompkins Street School. The next school site deeded was in 1854, to school district No. 11, which was the Simmons Street School. The deed was made by J. P. Frost and the consideration was $450. The West Main Street School secured its site from Elisha Hurd in 1855 as school district No. 9, for $200. The land for the Monmouth Street School was purchased from Phoebe A. Holton in 1858, as school district No. 1, for $200. The site of the East Main Street School was not bought till 1867, and then by the Board of Education from

Bethany Mitchell, for $75. The land on which the Depot School stood was purchased by the Board of Education in 1863, from Knox College, for $150. The Kellogg, or Losey Street School, did not get its deed till 1868. It, too, was made to the Board of Education by Z. P. McMillen, for $850. Amnon Gaston, as early as 1849, made a deed to James Grant, James H. Noteware and W. Selden Gale, as trustees, for school district No. 1, consideration $114, but there is no description of the property deeded further than the township. There is other evidence on the record, sufficient perhaps to warrant one in saying that the deed was for the second four rods south of Simmons street on Broad street, where the Churchill School now stands. A schoolhouse was probably there in an early day. The Board of Education, however, purchased twelve rods square on this corner at a much later date, from Timothy Moshier for $2,000, he having obtained it, apparently, by a tax title. So far as showing when the first schools were established in Galesburg, these records are entirely misleading as to dates and thoroughly mystifying as to the numbering of the school districts. All this may be of no interest or value as school history, but it is an excellent illustration of how unerringly one may be, sometimes, conducted to the truth by the process of original research, about which we hear so much and by which so many of our cherished beliefs and ideals are being shattered. It is interesting to note in passing, that there is not a school building located to-day where one stood in 1860, when Galesburg was a city of 5,000 people—only fifty years ago and the population one-fifth as large as now.

POVERTY OF THE DISTRICTS.

Comparing the dates of the purchase of the different school sites, with the years when it is certainly known schools were conducted on these premises, it is evident that the first schoolhouses were "squatters"—the town being too poor to own the land on which they stood. The buildings

themselves gave evidence of their poverty. The Galesburg Free Democrat, in its issue of November 13, 1856, says editorially, "Our present school pens should be sold for coal houses." These conditions can easily be accounted for. The people of Illinois did not believe in common schools at that date; there was no free school law in Illinois till 1855, nineteen years after the settlement of the Galesburg colony. It is true, a free school law was enacted by the legislature in 1825.

SCHOOL LAWS OF 1825.

This law provided that common schools should be established free and open to every class of white citizens between the ages of five and twenty-one years. The legal voters were empowered at the annual meeting to levy a tax of one-half of one per cent, subject to a maximum limitation of $10 to any one person. An appropriation was made by the state of $2 out of every $100 received into the treasury. This, together with the interest on the state common school fund which consisted of three per cent of the net proceeds of the sales of public lands, two townships donated for founding and maintaining a seminary of learning, and the surplus revenue of the United States distributed by act of Congress in 1837, made possible quite a complete system of public schools. To this must be added, of course, the income from the 16th section of every township—the most munificent donation ever made to public education by a government. This came from Congress in compliance with the Ordinance of 1787, which enjoined that "schools and the means of education shall forever be encouraged." But the law was so amended in 1827 as virtually to nullify it by providing that no person should be taxed for the maintenance of any school unless his consent was first obtained in writing, and the continuance of the state appropriation of $2 out of every $100 received into the treasury, being its very life, was denied. In 1845 even the interest on the state fund was

suspended, owing to the embarrassed condition of the finances—this state, like many others, having stopped paying interest on her public debt. From this date, 1827, to 1855, there were repeated amendments, and revisions of the school law by the legislature, but they had no effect upon the schools, for they all wanted the vital principle of the taxing power. As late as 1852 the total local tax for school purposes in the whole state of Illinois amounted to only fifty-one thousand dollars. The school law remained a dead letter for twenty-eight years; and it was during this period that the Galesburg colony was founded and grew to have a population of three thousand. Under these conditions it is no wonder that the schoolhouses of Galesburg were but little better than coal houses and that in only three cases did the town own the land on which they stood.

THE SCHOOL SECTION.

The income from the 16th section was, practically, all the support upon which the schools could depend till 1855, or rather 1856, when the tax provided by the law of 1855 became available. Thus the 16th section was a matter of great importance at that time. Where it was, what disposition was made of it, and how much was realized from it, forms part of the school history of those days; and it is certainly a matter of interest to us to-day, as we receive annually the income from that portion of this fund which we got when it was divided between Galesburg and the remainder of the township.

In an article, "A Brief History of Knox College," prepared by the Rev. Geo. W. Gale in 1845, "for the double purpose of public information and a document of reference," he says, "The school section (640 acres) given by the government for primary schools, fell near the town, and has yielded a permanent fund of $7,000, the interest of which with the annual state appropriations, nearly furnishes gratuitous instruction to every child in the township. Some two hun-

dred children now profit by this fund." This was written nine years from the founding of the colony.

The greater part of the school section lies within the city limits. Main street, west from Henderson street to Linwood Cemetery, is its north boundary; and Henderson street, south from Main street to Fifth street, is its east boundary. Among the old books in the office of the county superintendent of schools was discovered, by rare chance, a book in which the school commissioner of Knox county, Wm. McMurtry, had carefully kept the records of those days. In it is a complete record of the disposition of Sec. 16, R. 11 N., 1 E. of the 4th P. M.; and here may be found a plat of the section as made by the five trustees: Leonard Chappel, Chauncey S. Colton, James Bunce, Isaiah Smelser and Nehemiah H. Losey. Each lot is numbered, the appraisement given, the price for which it was sold indicated, and the name of the original purchaser written down.

AMOUNT REALIZED FROM SCHOOL SECTION.

The section is divided into 28 ten-acre lots and 18 twenty-acre lots. The first 16 ten-acre lots front on Main street, each being 20 rods east and west and 80 rods north and south; the other 12 ten-acre lots face on Henderson street, each being 20 rods north and south and 80 rods east and west. The 18 twenty-acre lots are 40 rods east and west and 80 rods north and south, with two exceptions. The greater number of these lots were sold on March 4, 1839, the last two being disposed of May 11, 1848. The ten-acre lots sold for from $7.50 to $16.90 per acre, and the twenty-acre lots for from $3.50 to $11 per acre. The sale of all the lots amounted to $5,660.50—not $7,000, as stated by Rev. George W. Gale, in 1845. When this fund was divided between the city and the township, there is no record of the amount that came to the city. Whatever that amount was, the Board of Education has to-day $5,133.55 which is this

fund plus $221.20, Galesburg's share of the county fund that was distributed in 1908 by the county superintendent.

INCOME FROM TOWNSHIP FUND.

The records of those days show that school funds were loaned at ten per cent. Thus the net income from the township fund would be about $550 annually. This was practically the amount of available funds for school purposes from 1839 to 1855. The population of the township in 1840, including the village of Galesburg, was 516, and in 1855 the population of the village alone was 2,916. During these fifteen years the public schools of the village and township of Galesburg, with a population never less than 500 and reaching 4,000, had for their support but little more than $500 a year—not enough to provide for more than two schools where there should have been from three to twenty. That the public school accommodations were entirely inadequate and miserably poor in Galesburg prior to 1855, is no reflection on the intelligence or public spirit of the good people of that time. After this date, however, when the present free school law was enacted, one would naturally expect to find in this community good schools with sufficient accommodations. It would require some temerity in one, if the evidence could not be produced, to intimate to-day that there ever was a time in the history of Galesburg when public education was not in favor, when the public school was looked upon at least with indifference, if not with positive hostility; but such is the fact, judging from the local and state press of the times.

PUBLIC INDIFFERENCE TO SCHOOLS.

There is a complete file of the Galesburg Free Democrat from January 5, 1854, to September 28, 1860, excepting the first eight months of 1858, in the Knox College Library. A careful examination of these files reveals a deplorable want of interest in public education. In the issue of Janu-

ary 1, 1857, is an article signed by "E. S. W." (E. S. Willcox, Professor of Modern Languages in Knox College), in which he advocates forming union graded schools and pronounces the present schools inefficient, worse than useless —a shame to the community. In the issue of April 13, 1859, is an article signed "Tax-Payer" in which the writer says, "I believe I may safely assert that there is not another town in the State of Illinois having as large a population as Galesburg, that has done so little, directly, for the improvement of its common schools." In an editorial of September 3, 1859, appears the following: "The fair name of the 'College City' is being tarnished by our shameful negligence of the interests of our common schools. While we rejoice in the higher educational facilities afforded by our colleges and seminaries, let us no longer disgrace ourselves by neglecting the masses in our midst, whose right training is more intimately connected with our future prosperity than that of any other class." In an article on Union Graded Schools by Professor Churchill, November 20, 1856, is this sentence: "A schoolhouse could be built which instead of being a burning disgrace to us would be our brightest glory." He must then have had a vision of that schoolhouse which was built ten years later and which to-day bears his name.

JOHN F. EBERHART.

In the Editor's Table of the Illinois Teacher, February 27, 1857, is an article on Galesburg by John F. Eberhart, one of the distinguished educational pioneers of Illinois, a promoter of the union graded school system, in which may be found the following: "Galesburg is a pleasant city, and has already acquired a merited fame for literary enterprise. Lombard University, Knox Male and Female Colleges—all school buildings nearly completed—are institutions of a high grade, and throw a halo of light about the place. The citizens are generally intelligent and kind, and probably think less of money and more of mind than is customary for

a western city. However, amid all their aspirations for the formation of an intelligent community and the full development of true man and womanhood, one very important feature has, until lately, been overlooked. Their ambition has soared above the common schools. The dilapidated condition of the public schools bears a woeful testimony of their neglect. The buildings are poor, the teachers receive poor wages, and the result is that they have poor schools."

SIMEON WRIGHT.

Simeon Wright, another of our distinguished educational pioneers, as State Agent of the Illinois Teacher, wrote up Galesburg for the July (1858) issue as follows: "I am on classic ground. The very atmosphere breathes incense to the goddess of letters and science. The severe elegance of Knox College and fair proportions of Lombard University are the material embodiment of the spirit of the place. Here are the higher institutions of learning just emerging from infancy in all the vigor of a young giantess, and here, also, are eight overshadowed public schools, and until recently there were as many directors." After referring, in complimentary terms, to Professors Churchill, Standish and Willcox as educators who most fully recognized the dependence of the college on the common school, he makes this plea for the eight overshadowed public schools. "Would the college raise the standard of scholarship? Raise the standard of elementary education. Would she gain more students? Elevate the common school. Would she extend her influence? Extend sympathy and aid to the common schools. The more good public schools there are, the more minds will feel the kindling fire and gaze longingly toward the higher hills of science. The college must grow with the growth of popular knowledge. Franklin once said: 'Take care of the dimes; the dollars will take care of themselves.' Take care of the common schools and the colleges will take care of themselves."

ATTITUDE OF THE COLLEGE.

That it was thought necessary to make such a plea as this to college men and to a college community seems strange; for one would naturally think that the common school was the child of the college, but history tells a different story. The two institutions had different origins, with little in common. Governor Berkeley who thanked God that there were no free schools in Virginia and hoped that there would be none for a hundred years to come, contributed to the founding of a college, William and Mary's, and that without any feeling of inconsistency. Happily, with the world's broader vision, all this is changed now, and colleges and universities, especially state universities, for the best of reasons are the friends of the public schools.

There were several causes operating to produce this hostility to public schools. In the first place, as Professor Churchill says, "Every man, woman and child came here to build up Knox College. They were more interested in this even than in founding the city. Whenever a child had learned to read, write and spell, and was ready to study arithmetic and grammar, he was entered in the preparatory department of the college. As a rule children entered the academy when they were ten years of age." Under these conditions the people did not feel the need of public schools and naturally enough they regarded them as a competitor to their favorite institution. Professor Churchill was warned time and again by some of the close friends of the college that he was injuring that institution and jeopardizing his own position by his activity in promoting public schools. Their fears were not altogether groundless. The year before the union graded schools were organized, Knox Academy enrolled over 350 students as compared to 60 in the college; the following year the enrollment was less than 150.

PRIVATE SCHOOLS.

The income from the township fund being inadequate to furnish all the children what in those days was regarded

as primary education, private schools, or select schools, as they preferred to call themselves, sprang up. Mrs. George A. Tryon, who started such a school in 1856, told the writer that she could recall four others in the village at that time. For twenty years the people had to depend, to a great extent, upon these schools; they were a power whose interests were antagonistic to free schools, and that had to be reckoned with when it came to forming the free union graded schools. Even after the districts were united, such was the influence of these select schools and so strong was the feeling in their behalf that, in order to get the children to attend the new schools, it was necessary for the directors to incorporate, as it were, some of these schools into the new system of free public schools. Professor Churchill, who was one of the three directors that organized the union graded schools, is the authority for this statement. Mrs. Tryon had a private school of eighty pupils at that time, and she took fifty of them with her to the old Post Office building, and they were placed, without examination, in the grammar department, of which she was made principal; an excellent person she was for this position, having had experience in graded schools in Ohio. Private schools of this type, or better designated as select schools, died hard, the last one not passing away until the late 80's.

THE MONEYED INTERESTS.

Another source of opposition were the "moneyed men with Herrick & Co. patent fire-proof money safes," as the Free Press of that day called them in discussing this question. There were, however, some notable exceptions—Mr. Silas Willard being one. That this class was active and powerful is clearly revealed in that section of the school charter which limits the rate of taxation. There was no tax limit in the free school law of that day, nor was there any limit by statute until 1872; but these men went back twenty-five years to the first free school law, to find a rate.

The rate named there was one-half of one per cent, the lowest rate that ever found its way into a school law of Illinois, and it was incorporated in the Galesburg school charter as the limit of taxation for school purposes. The records of later years show that to Dr. J. V. N. Standish belongs the honor of having initiated the movement that increased it to one per cent.

JEALOUSY OF THE DISTRICT.

The fact that the city was divided into eight separate and independent districts, each with its rights, its interests, its jealousies, was another source of opposition. The reason this opposition alone did not prove to be insurmountable, was due to the poverty of the districts, they not having enough property to quarrel over.

CONDITIONS OPPOSED TO FREE SCHOOLS.

These were the conditions that caused Galesburg to move slowly in forming a system of public education after the free school law was adopted in 1855; and the fact that it was a comparatively old settled community, with three to five thousand inhabitants, with its habits of thought and its local institutions formed and adjusted to a different state of things, would tend to retard any radical change. To satisfy the college, to placate the private schools, to quiet the fears of capital, and to convince the eight districts that the interests of each would be served better by one united district, was an undertaking of the first magnitude, compared to which any other event in the history of our schools is insignificant.

PROFESSOR CHURCHILL.

It is perfectly evident that this movement could never have been successful without a great leader, a man with a vision, broad-minded, progressive, patient, good-natured, forgetful of self, believing profoundly in education, and in closest sympathy with his fellowmen,—and that man was

George Churchill. Others, of course, there were who rendered noble service to the cause, but in every step taken to organize the union graded schools and to secure the present charter, he led the way. Professor George Churchill is as truly the founder of the public schools of Galesburg as the Rev. George W. Gale is the founder of the city. When the time comes in the history of Galesburg for erecting monuments to its great characters the first should have carved on it "Rev. George W. Gale, Founder of the City," and the second should bear the name "George Churchill, Founder of the Public Schools."

He was endowed by nature and qualified by training for the part he took in this great work. At ten years of age he came with his parents to Galesburg in 1839—three years after the first settlers. He attended the first public school taught in Galesburg in the winter of 1840-41. He taught the same school in the winter of 1848-49 when a sophomore in college. After graduating from Knox College, he taught a year in Farmington. He then spent a year in Europe devoting much of his time to the public schools of Germany—especially to the Frederick William Gymnasium, a graded school of four thousand students from seven to seventeen years of age. He said it was here that he first imbibed his enthusiasm for graded public schools. Full of this spirit he returned to Galesburg and took charge of Knox Academy in 1855—the very year the free school law was passed. In the winter of this year, he attended the State Teachers' Association at Bloomington. He met Dr. Bateman there and came home with fresh enthusiasm, and began writing articles for the Galesburg Free Democrat to show the advantages of graded schools and a consolidated district.

HENRY BARNARD.

In December, 1856, he read a paper on German schools at the State Teachers' Association in Chicago. Henry Barnard, who was present and heard this paper, at once be-

came interested in the young man from Galesburg; and there was no man in this country, engaged in public school work, whose friendship could be so valuable to one in Professor Churchill's position, wrestling with the problem of organizing and grading a system of schools. Henry Barnard was the pioneer of educational journalism in America, and he had done for the schools of Connecticut what Horace Mann did for the schools of Massachusetts—organized and graded them. Before the sessions of this meeting had adjourned, he promised Professor Churchill to aid him in getting men of recognized ability and great experience in organizing and grading schools, to come to Galesburg and conduct an educational campaign. Before returning home Professor Churchill, on the advice of Professor Barnard, engaged Mr. W. S. Baker, who had been one of Barnard's lieutenants in Connecticut, for six weeks, agreeing to pay him one hundred dollars and his board.

W. S. BAKER.

Mr. Baker began his six weeks' campaign in Galesburg in January, 1857. He would go to a school for a half day or more at a time and impart enthusiasm to teacher and pupils. Then he would visit the leading members of the district and explain to them the advantages of consolidation. Afternoon meetings were also held in the old First Church to which came parents and children until the church was filled, and Mr. Baker would address them on the benefits of a union graded school system. Professor Churchill boarded Mr. Baker while in this city and paid half his salary besides.

HORACE MANN

In the following March Horace Mann, the greatest educator America has produced, a most eloquent and irresistible speaker, was induced to come to Galesburg and deliver two lectures on free graded schools. These lectures were also delivered in the old First Church, and their result,

following as they did so closely the work of Mr. Baker, was a complete moral victory of consolidated districts and graded schools, though formal and official action was not taken till May or June of the next year.

From a report of these lectures made to the Illinois Teacher by "E. S. W." is taken the following to show that the Galesburg schools for a generation or more were moulded by Horace Mann. He was really the architect of the present Churchill building. " 'Consolidate the districts. On the most conveniently central grounds erect one large building, large enough to accommodate all the pupils of the city, beautiful enough to be an ornament and pride and with the necessary conveniences to make it best possibly adapted to the purposes of instruction. Let it be larger than your present wants, large enough to accommodate prospective wants. If a tax would fall too heavily now, borrow the necessary funds and require those who may hereafter be attracted hither by these educational advantages, to pay their proportion in lifting the debt in the future. Lay out and plant the grounds about the union schoolhouse in the most attractive manner possible. Hire one experienced head teacher, or superintendent, at a salary sufficient to command the best talents. Support him by an efficient corps of lady assistants.' He strongly advocated the erection of but one central edifice, and some of his best applied remarks went to show the advantages, even to young scholars, of walking some little distance to school. As a rule, those pupils who walked a half mile or more were the brightest in their recitations, and on that very account."

SILAS WILLARD.

There was another remarkable result of these lectures, Mr. Silas Willard, in the prime of life, perhaps the leading merchant of the city, dying at his home of tuberculosis, requested Horace Mann to call on him the morning after his second lecture, which he did in company with Professor

Churchill. At the close of this conference, Mr. Willard said that he would provide in his will thirty thousand dollars for building a union graded school, and he thought he would donate two or three acres of ground on the northwest corner of Main and Chambers streets for the building site. The Galesburg Free Democrat of March 31, 1857, closes an editorial with this sentence: "Silas Willard was buried in the old cemetery to-day and was followed to the grave by the largest concourse which ever turned out in Galesburg to honor the dead." Mr. Willard did provide in his will thirty thousand dollars for building a union graded school, but there is no record of the district receiving the money. Even if the city did not get the thirty thousand dollars, his promise had, nevertheless, the effect of stimulating the people to action, for in the Illinois Teacher of April, 1858, is this item: "Meetings of citizens of Galesburg have been held to initiate measures for the establishment of a system of union graded schools in that city, and for obtaining the benefit of the bequest of the late Silas Willard." The school records do show that his widow did offer to give the land on the northwest corner of Main and Chambers streets for a building site for the new schoolhouse, but the Board of Education, for reasons not given in the records, purchased instead the lot on the southwest corner of Broad and Simmons streets. Why not name the next school building the Silas Willard School?

UNION GRADED SCHOOLS ADOPTED.

The exact date on which the eight districts were consolidated into one cannot be determined. In a statistical paper printed with a Historical Discourse delivered by Rev. Flavel Bascom in the old First Church, July 22, 1866, Mr. J. B. Roberts, then Superintendent of Schools, is represented as saying that these eight districts were united into one in 1856. The fact that this statement was made within ten years of the time when the event was supposed to have occurred, and by a man who had been superintendent of the

schools since 1862, would be strongly in favor of its being correct. Mr. Roberts was either incorrectly reported or he erred in giving the date. It could not have been in 1856, for the law providing for union graded schools was not passed until 1857. No record of the event can be found in the local paper, the Galesburg Free Democrat, and its files are complete from January, 1854, to September, 1860, with the exception of the first eight months of 1858. The inference from this would be that the consolidation took place some time during these eight months, for it is scarcely believable that an event of this interest and importance could occur without being noticed in the local paper. According to the Illinois Teacher, a reliable monthly magazine, having for its Galesburg correspondent "E. S. W." the people of Galesburg were holding meetings in April, 1858, for the purpose of establishing a system of union graded schools; and in its July issue, 1858, is the statement that eight school districts have recently been united into one. This fixes May or June, 1858, as the time when the union graded school system was officially adopted.

It was a very easy matter in those early days for several districts to be consolidated into one, no petitioning nor voting by the people being necessary. The law read, "A majority of the directors of each of two or more districts may consolidate such districts and appoint three directors for the union district so formed, who shall be styled 'Directors of Union District No.— Township No.—, who shall have all the powers conferred by law upon other school directors." The consolidation became effective upon a written agreement signed by a majority of each of the concurring boards and a report of the proceedings delivered to the trustees of the schools, with a map of the new district thus formed. In this way the districts must have been united, but no such record can be found; and for that matter, so far as it is known, there are no records whatever of the union graded schools in existence to-day. This system came into being in

May or June, 1858, and ceased to exist June 11, 1861, when the present system was organized. Apparently no attempt was made to grade the schools during the first year of this period. In fact the people did not seem anxious to conduct them according to the new system after it was adopted. There were several provisions in the law that made it undesirable, and they thought the best way to remedy these would be to secure a school charter from the legislature.

THE SCHOOL CHARTER.

For this purpose a series of mass meetings was held in the early part of 1858. At one of these meetings a committee of fifteen was appointed to draft a charter to present to the legislature. On this committee were Dr. Skinner of Lombard, and Judge Lanphere. Professor Churchill was made chairman of the committee. Judge Lanphere was made chairman of a sub-committee to draw up a charter and present it to the legislature. The bill providing for a special charter to the School District of the City of Galesburg met with unexpected opposition at Springfield.

OPPOSITION IN THE LEGISLATURE.

The Galesburg Free Democrat of February 2, 1859, gives an account of a mass meeting of the citizens held January 31, 1859, in the basement of Dr. Beecher's church, for the purpose of considering the action of the legislature in reference to the proposed charter. A. A. Smith presided and Charles Faxon acted as secretary. Mr. M. K. Taylor and O. S. Pitcher were called upon to state the object of the meeting. Mr. Pitcher, who was then city clerk, stated that the legislature had laid the charter on the table and that the object of the meeting was to take steps to have it passed. He said the charter had been prepared nearly a year ago, that it was copied mainly from the Springfield charter, and he then stated its principal provisions. He explained that the objections

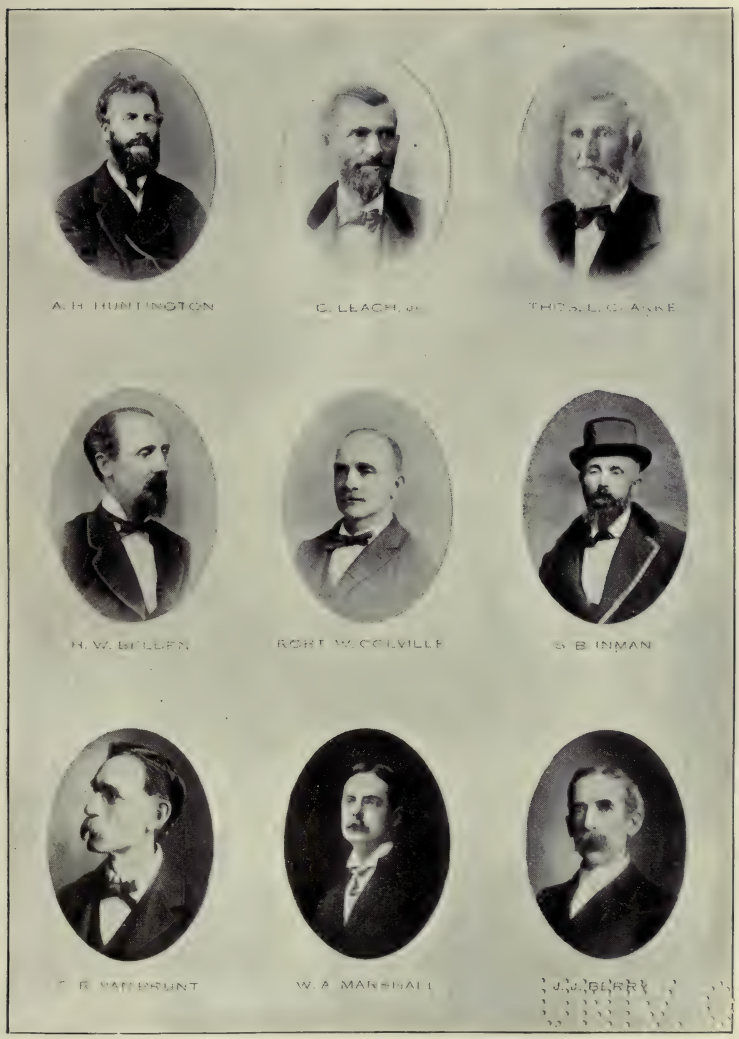
made were chiefly the unlimited nature of the provision for raising money by taxation, and the fact that the charter had not been submitted to a vote of the people and that it contained no provision for such submission. The meeting, after some discussion, adjourned until the next evening when these three amendments to the proposed charter were adopted: 1st. The charter shall be submitted to a vote of the people. 2nd. The Board of Education shall not have power to levy a tax to exceed one-half of one per cent without a direct vote of the people. 3rd. It shall be the duty of the board to provide a school for colored children.

THREE AMENDMENTS MADE.

It was voted that these amendments be forwarded to our representative at Springfield, with a request to him to incorporate them in the bill and to use his best efforts to get it from the table and to have it passed. It was also voted that Judge Lanphere and S. W. Brown be requested to take the amendments to Springfield and to work for the passage of the bill. That there was great interest manifested in the charter at these meetings is evident from the fact that the Free Democrat reported remarks made by the following men: George Churchill, H. N. Bancroft, C. M. Carr, S. W. Brown, Rev. S. A. Kingsberry, O. S. Pitcher, J. H. Knapp, Dr. A. B. McChesney, Riley Root, Dr. Bunce, R. C. Whitney, A. B. Campbell, Dr. M. K. Taylor, D. W. Seider, Mr. Fuller and Mr. Clark.

CAUSE OF DELAY AT SPRINGFIELD.

Hon. S. W. Brown, who was then mayor of the city, took the amendments to Springfield. He soon learned that letters written by persons in Galesburg objecting to the passage of the bill had been received by Mr. Gowdy, chairman of the Senate committee to which the bill had been referred, and that this was the cause of its being laid on the table. Mr. Brown wrote a letter from Springfield fully ex-



SEVENTH WARD

The Representatives on the Board of Education from the Seventh Ward since 1870, the year that section of the city was made a separate Ward, except H. D. Burlingham, who served as Director for five months in 1870.

plaining the situation there, which was not very complimentary to some of the citizens of Galesburg. This letter was published in the Galesburg Free Democrat, February 19, 1859. The bill passed the legislature and was approved February 18, 1859.

TWO JOKERS IN THE CHARTER.

There were two significant provisions inserted in the last section of the charter which were the means of delaying its going into operation for two years and seven months. The first of these provisos was, that the Act shall not take effect or be in force without the majority of the legal voters shall decide in its favor; the usual form would have been to require a majority of the votes cast at the election. The second proviso was, that the election for this purpose must be held at such a time and conducted in such a manner as the council of said city may direct. Both of these provisions were innocent looking, and they are customary in such instruments, but each contained a joker, showing the character of the opposition, which was composed of men who were always on the alert and especially skillful—the "standpatters" of those days, but, as it will be seen, they were fighting for a losing cause.

ELECTION DENIED BY COUNCIL.

Early in the spring of 1859, the friends of the charter or those, as the Free Democrat puts it, who wanted more than six months of school in a year for the children of the city, appealed to the City Council to submit the adoption of the charter to a vote of the people, but it, in its wisdom, refused to call an election for that purpose.

SCHOOL DIRECTORS ELECTED.

The friends of free graded schools having spent a year, since the consolidation of the districts, in trying to secure a charter that would give more liberal provisions for public

schools than were contained in the union graded school act, and seeing no hope in the immediate future that the City Council would allow a vote to be taken on the charter, determined to do the best that could be done with the law they had. An election for school directors for School District No. 1, comprising all the schools of the city, was held on the first Monday of September, 1859. This was the regular time for holding school elections in those days. George Churchill, A. B. Campbell and J. H. Knapp were nominated at a called meeting of the citizens held on the Saturday evening before. There were two hundred and fifty votes cast, and these men were elected by a majority of sixty-three votes.

UNION GRADED SCHOOLS ORGANIZED.

The Board of Directors went to work immediately to organize a system of graded schools, free to all citizens of Galesburg between five and twenty-one years of age. The schools up to that time had been mixed schools, having the advanced scholars in the same room with those learning their A. B. C's; and the variety of text-books was said to be some less than the number of pupils. The first thing the Board did, was to grade the scholars, according to advancement in studies, into four departments: primary, secondary, grammar and high school. Many scholars, it was said, had been educated in one branch and neglected in others; hence a regular course of study was outlined, and uniform text-books were adopted.

UNION GRADED SCHOOLS OPENED.

The primary and secondary schools were opened Monday, September 19, 1859, in the eight schoolhouses that had come to the Board by the consolidation of the districts. There were eight teachers in these schools; 400 pupils were enrolled the first week, and 639 during the year. The advanced departments, grammar and high school, were opened

Wednesday, September 28, 1859, in rooms rented by the Board. Three of these rooms were in the old Post Office building on South Broad street, opposite the old First Church. The Board rented three other rooms this year, but where is uncertain; probably two of them were on the northwest corner of the Square, the property of Mr. C. S. Colton, for the advanced departments, and the other perhaps was in an outlying section, for the elementary grades. The number of pupils enrolled during the year in the high school department was 60, and in the grammar department, 160, making a total enrollment of 859 for the year, in all departments. The number of teachers was fourteen, and they received $2,197.90 in salaries. The total cost of the schools for the year was $3,176.89.

MRS. TRYON PRECEPTRESS.

The only reference to employment of these teachers that could be found is the following from the Free Democrat of September 21, 1858: "We are glad to learn that our well known teacher, Mrs. Tryon, has been engaged as Preceptress in the higher department of our union graded schools. Mrs. Tryon has built up a large and flourishing school in the north part of the city, by her own merits as a teacher. She now leaves this to aid in our public schools." Mrs. Tryon was placed at the head of the school in the Post Office building, which was, without doubt, the most advanced department in the school system, and she was paid $50 per month.

SUBJECTS TAUGHT.

From a conference the writer had with Mrs. Tryon, some fifteen years ago, and which was written down at the time, the following facts concerning this school are here given. Pupils from all parts of the city were admitted to this school upon examination. Mrs. Tryon took 50 of her own pupils with her, and there were 150 in all. The first or highest room, called "A" grade, was under Mrs. Tryon;

the second room, called "B" grade, was taught by Miss Nettie Smith; the third room, called "C" grade, was taught by Mrs. Kendall. The three rooms met together for opening exercises in Mrs. Tryon's room. All the common branches were taught; mathematics as high as algebra. The sciences were represented by a small class in philosophy; there were three classes in Latin; one class in physical geography. A great deal of rhetorical work was done. Essays and declamations, in which all took part, were the regular Friday afternoon exercises. A daily ten-minute exercise in composition was given in Mrs. Tryon's room; all had the same subject, which was announced by Mrs. Tryon; and all the work was done in the room and it was completed in ten minutes.

CLOSING EXERCISES OF THE TERM.

The first term of the schools, which ended at Christmas, closed in the following manner. Mrs. Tryon's school gave a free entertainment at Dunn's Hall. It was a drama gotten up on a week's notice. At least half of it was improvised on the stage, there not being time enough to commit it. After the entertainment they had a free supper, and after the supper a speech by J. H. Knapp who was a good talker, a member of the Board and looked upon as the Superintendent. The following local from the Free Democrat of December 28, 1859, is no doubt its account of this exhibition. "The Central School.—This school did honor to itself on Friday evening (December 23) by appropriate compositions, declamations, tableaux and singing. At the close of the exercises the audience, numbering about 600, joined in the festivities of the evening. All were served with an abundance of the nicest kind of refreshments, and the poor of the city were made glad the next day by several baskets of the fragments." The same issue of this paper gives a long and glowing account of a spelling match on the afternoon of that Friday, in which the eight primary and secondary schools took part.

Mr. Knapp and Professor Churchill pronounced the words. Mary Campbell, a girl of eleven years, won first place and George S. Raymond, the second.

THE CHARTER ADOPTED.

The City Council, which had refused in 1859 to allow the people the privilege of voting on the charter, had a change of heart the next year after the city elections and decided to submit the charter to a vote of the people, calling an election for that purpose to be held on Saturday, June 30, 1860. The friends of the charter immediately inaugurated a campaign in its favor but they were fearful of the result, for they labored under a great disadvantage as they had to get all their voters to the polls on election day, whereas their opponents had only to remain away from the polls. The Free Democrat on the evening before the election said, editorially, "To-morrow (Saturday) has been set apart by our City Fathers for a vote upon the new school charter. It will be noticed that a majority of all the legal voters must vote for it in order to make it a law. Its adoption will, therefore, require nearly 600 votes in its favor, and its friends will, no doubt, realize the necessity of untiring vigilance; every voter who stays at home practically votes against it." On election day there were cast 505 votes for the act and 55 votes against the act. The friends of the charter were satisfied and its opponents were silenced as the majority was so decisive that any contest was out of the question, the highest number of votes cast at the last election being 629. The City Council, accordingly, on July 3, 1860, having canvassed the votes as above, declared the school charter legally adopted and a part of the law of the city. This was in July, 1860; but the schools were not organized under the charter until September, 1861. The explanation of this is, that the charter provides for the election of directors on the first Monday in June; hence, a Board of Education could not be elected until June, 1861.

LAST YEAR OF UNION GRADED SCHOOLS.

There was nothing to do but to continue the union graded schools for another year, which was done, with R. B. Guild as Superintendent of Instruction and seventeen lady assistants, being an increase of four teachers over the previous year. A complete roster of these teachers may be found in Root's Galesburg City Directory for the year 1861, a copy of which is in the Public Library. There were nine buildings for the primary and secondary schools, with twelve teachers. The Central School, for the grammar and high school departments, was held this year on the west side of the Square, with five teachers, in rooms rented from Mr. C. S. Colton. There was a special teacher of penmanship; the German language and the rudiments of vocal music were taught; declamations and compositions were required weekly; and a teachers' class was formed in the fall and spring for the especial benefit of those wishing to teach. With this year the union graded school system, originally the ideal system of public schools, came to an end, having been in operation only two years; but a stronger, better and more complete system took its place—the present one, which came into existence on the first Monday of June, 1861, by the election of the Board of Education of the Galesburg School District.

ADVANTAGES OF THE CHARTER.

Long as this paper is, it cannot be brought to a close without a few words on the great value of the charter and on the first significant act of the Board of Education, under it. The provision of the charter that makes the treasurer and the clerk of the city, ex-officio, treasurer and clerk of the Board of Education has, in a large measure, preserved the schools in the past from political domination, by taking away the "sinews" of political warfare. If the Board appointed its own treasurer, as it would do under the general law, then all the banks and their officials would

be interested in the membership of the Board, not for the good of the schools, particularly, but for their own benefit, as the school fund is one of the best deposits. If it appointed its own clerk, as it would do under the general law, then the politician for revenue would be interested in who is elected to the Board, for that office is good for from a thousand to fifteen hundred dollars salary, under political management. As it is, there is nothing in the management of the schools by the Board of Education, organized under the charter, to call forth the legitimate interest of anyone, except the welfare of the schools alone.

The provision that empowers the Board to locate the school buildings without submitting each to a vote of the people, as it would be required to do under the general law, has saved the schools, and the city too, from much bitter and needless strife. Nothing so paralyzes the efficiency of a school as the warring of antagonistic interests in its administration.

THE LAST BATTLE FOR FREE SCHOOLS.

At the third meeting of the Board of Education, held on July 9, 1861, the last move in the battle against free schools, that had been so persistently and ably waged since 1855, was begun. In a section of the charter, which declares that the schools shall be free, follows this clause, "or upon the payment of such rates of tuition as the Board shall prescribe." All the facts in the history of the case being considered, this looks very much like another joker. In accordance with this provision the following resolution was introduced: "Resolved, That all student residents attending the Central School shall pay the sum of fifty cents per quarter tuition, and all attending other schools shall pay twenty-five cents per quarter, all to be paid in advance." Both the wording and the spirit of this resolution are an echo from a past age. On motion of Mr. Clement Leach, the member from the Fifth Ward, it was laid on the table

until the next meeting. At the next meeting, July 15th, the motion was taken up for consideration and after a full discussion the vote was finally called, when it stood three yeas and three nays. Hon. Alfred Knowles, who was then mayor of the city, was presiding, and it fell to him to cast the deciding vote, which he did, on the side of the negative, in favor of free schools. Thus Mr. Knowles had the honor of firing the last shot in the battle for free schools, and, because he fired it in the right direction, his name will never be allowed to die.

FARNHAM SCHOOL

Location, corner of Farnham and Summit Streets. A four-room building, with Auditorium and Office. Built in 1911. Cost of plant, $24,691.

CHAPTER VI

SCHOOL CHARTER.

At one time there were seventy-three school districts in the state with special charters. Now there are not more than thirty-five such districts. These charters greatly complicate the school law and thus add to the work of the State Department of Public Education. For years it has been the policy of that department to encourage the abrogation of special charters. Time has certainly shown that the charter of "The Board of Education of Galesburg School District" is superior to the general school law in the following respects:

1st. By providing that each ward shall have a representative in the Board and by requiring each member of the Board to submit his election to the voters of the entire city. Each member is thus made to feel that his duty is to look to the interests of the whole district as well as to those of his ward—an admirable adjustment of centralized and local government.

2nd. By giving the Board of Education the power to locate and build schoolhouses, it removes a prolific source of antagonism that would array one section of the city against the other.

3rd. By making the City Clerk ex-officio Clerk of the Board of Education, it offers no reward to the politicians to make the result of a school election merely a question of who shall draw a good salary for doing a comparatively little clerical work.

4th. By making the City Treasurer ex-officio Treasurer of the Board of Education, it does not invite the banking interests of the city to make the issue of the school election simply one of who shall handle the funds.

On account of these last two conditions, no question that does not directly involve the educational policy of the schools is likely to become an issue in a school election.

The time for holding the election, coming as it does on the first Monday after the schools have closed for the year, is also a wise provision of the charter. Certainly there could be no better time in the school year than at its close for the people to pass on the policy of conducting the schools.

THE CHARTER.

An act for the establishment of a system of Graded Schools in the City of Galesburg.

SECTION.
1. Boundaries of school district.
2. Division of property.
3. Transfer of school funds.
4. Board of Education.
5. Powers of Board.
6. Same.
7. Determining amount of school tax.*
8. Assessment for schools.
9. Census of children.
10. Borrowing money.
11. Election of directors.
12 Treasurer and clerk.
13. Loaning permanent fund.
14. Security for loans.
15. Preferring school debts.
16. Collection of school moneys.
17. Judgments and interest.
18. Increasing securities.
19. Annual report.
20. Admission of scholars.
21. Qualifications for admission.
22. Purchasing grounds and buildings.
23. Act, part of the charter.
24. Mode of taking effect.

SECTION 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, that all the territory within the limits of the city of Galesburg, Knox County, Illinois, according to its present or future boundaries, is hereby erected into a common school district, to be known as Galesburg School District.

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*School Law, Art. VIII, Sec. 202: For the purpose of establishing and supporting free schools for not less than six nor more than nine months in each year, and defraying all the expenses of the same of every description, for the purpose of repairing and improving schoolhouses, of procuring furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses in each district, village or city, *anything in any special charter to the contrary notwithstanding*, the directors of such district and the authorities of such village or city shall be authorized to levy a tax annually upon all the taxable property of the district, village or city not to exceed *two and one-half per cent. for educational and two and one-half per cent. for building purposes* (except to pay indebtedness contracted previous to the passage of this act), the valuation to be ascertained by the last assessment for state and county taxes; *Provided*, that in cities having a population exceeding one hundred thousand inhabitants the Board of Education may establish and maintain vacation schools and play grounds under such rules as it shall prescribe.

[As amended by Act approved April 21, 1899. In force July 1, 1899.]

SEC. 2. All school lands, school funds, and other real or personal estate, notes, bonds or obligations, belonging to township number eleven north, and range one east, of the fourth principal meridian, Knox County, Illinois, held or owned for school purposes, shall be divided between the city of Galesburg and the portion of the township without the same, in the proportion and manner following:

The school trustees for said township shall, within thirty days after the first election contemplated by this act appoint two commissioners who are freeholders, one a resident of said city, and the other of said township without the city; who, after being sworn well and truly to discharge their duties, shall ascertain the whole number of white persons under the age of twenty-one years, residing in the whole of said township, and the whole number in said city, and in the township, without the city; and thereupon said trustees shall divide and apportion said funds, real and personal estate, notes, bonds and obligations of said township, between the city and township without the city, according to the number of white persons under the age of twenty-one years residing in said township. Said trustees shall have power to supply any vacancy occurring among said commissioners.

SEC. 3. Said trustees or other person or persons having custody or control of said funds or lands, shall pay over and deliver to the Board of Education of Galesburg school district, the portion of the funds and other personal estate, notes, bonds and obligations, to which the school district may be entitled, and execute and deliver to the Board of Education the necessary deeds and other conveyances for the sale of real estate due said district under said division.

SEC. 4. The public schools of said district shall be under the exclusive management and control of the Board of Education, to consist of the mayor of said city, who shall be the president of the Board, and one director from each ward of the city, to be known as "The Board of Education of Galesburg School District;" each of whom, with the treasurer and clerk of said Board, shall be sworn to discharge their duties with fidelity.

SEC. 5. Said Board shall have exclusive control over the school lands, funds, and other means of said district for school purposes, and shall have full power to do all acts and things in relation thereto, to promote the end herein designed; may sell or lease said lands and other lands or property which may have been or may hereafter be donated, purchased or designed for school purposes in said district, on such terms for cash or credit, and such times as they may see proper. They shall have full power to receive conveyances or

donations, and to make the necessary deeds or leases for lands; and all conveyances by the Board shall be signed and acknowledged before some competent officer by the president and secretary of said Board: Provided, however, that no sale or lease of land for more than one year shall be made without the concurrence of five members of the Board. A majority of the directors, with or without the president, shall constitute a quorum for the transaction of business, and in the absence of the president they may appoint one of their own body president *pro tempore.* The president shall only vote in case of a tie, when he shall have a casting vote.

SEC. 6. Said Board shall have full power to purchase or lease sites for schoolhouses, with the necessary grounds therefor. To erect, hire or purchase buildings for schoolhouses, and keep them in repair. To furnish schools with necessary books, fixtures, furniture, apparatus and library or libraries. To establish, conduct and maintain a system of public graded schools, to be kept in one or more buildings in said district. To supply the insufficiency of school funds for the payment of teachers and other school purposes, and expenses, by school taxes, to be levied and collected as hereinafter provided. To determine the number, make the appointment and fix the amount of compensation of teachers within said district, and of all other agents and servants. Provided that the directors shall, in no case, receive any compensation for services as directors. To prescribe the studies to be taught, and books to be used in said schools, including maps, charts, globes, etc. To lay off and divide the said district into smaller districts, and to alter the same, or erect new ones at pleasure. To pass by-laws, rules and regulations to carry their powers into complete execution, and for the government of their own body, their officers, agents and servants, and providing for their meetings and adjournments; and generally to have and possess all the rights, powers and authority necessary for the proper establishment and control of an effective system of graded schools within said district. And they shall visit and inspect each and all the schools therein as often as may be necessary.

SEC. 7. *It shall be the duty of the Board of Education, and they shall have full power to determine the amount of money needed, and to be raised for school purposes, over and above the amount from the school funds hereinbefore enumerated, or from other sources: Provided, said Board shall not for any one year require to be raised more than one-half of one per centum, for the benefit of said schools, on the assessed value of the real and personal prop-

*See note on page 246.

erty of said city for such year, without a majority of the legal voters of said city authorize them to do so, at an election to be held for that purpose, at such time and conducted in such manner as the Board may direct; nor shall said Board or said city council make any loan whatsoever for school purposes without a previous authority by such vote, but with the concurrence of a majority of said voters, it shall be lawful to raise such sum either by taxation or loan, as said Board may see proper; and before the first day of August of each year, they shall determine the amount required to be collected by taxation for expenditure for one year from the first day of January then next ensuing, for school purposes generally, and certify the amount to the city council of Galesburg.

Sec. 8. It shall thereupon be the duty of the city council to levy said sum on all the real estate and personal property of said city according to the assessment and valuation thereof for the current year equally, by a certain rate per centum, and collect the same as city taxes are collected. A special column shall be prepared in the city duplicate, headed, "school purposes," in which shall appear the amount of tax for school purposes chargeable against each parcel of real estate, or amount of personal property, and when said taxes are collected, the treasurer shall keep a separate account of the same, and they shall be used and applied for school purposes only, and shall be paid only on the order of said Board.

Sec. 9. It shall be the duty of the Board to cause an abstract of the whole number of white children under the age of twenty-one years within said district to be made, and furnish the same, with such further information as is required in sections 36 and 79, of the act to establish and maintain a system of free schools, approved February 16th, 1857, to the school commissioner of Knox County, Illinois, within ten days after the same shall have been ascertained. And the school commissioner shall pay annually to the said Board for the exclusive use of said district, the amount the district is entitled to receive from the funds that are or may be in his hands, subject to distribution for the support and benefit of the schools in said county, in accordance with the provisions of the free school law now in force, the same as if no special charter had been conferred upon the schools of the city of Galesburg.

Sec. 10. The city council of the city of Galesburg is hereby vested with full power to borrow such sums of money, being subject to the restriction contained in the seventh section of this act, as they may deem necessary for school purposes in said district, at a rate of interest not exceeding ten per centum per annum, which

may be made payable semi-annually at such place as may be agreed upon, and the money when so borrowed shall be placed under the control of the Board of Education.

SEC. 11. The Board of Education shall be elected by all the qualified voters of said school district, but one director shall reside in each of the wards of said city, and be a householder and freeholder thereof. The directors shall hold their offices three years from the day of their election, except that one-third of the first Board elected under this act shall retire from office at the expiration of the first year, one-third at the expiration of the second year, and one-third at the expiration of the third year; and the period of their retirement shall be decided as follows: The clerk of the city council shall take six strips of paper, on two of which he shall write the words "one year;" on two, "two years;" another, three years;" each member elect shall draw, and shall serve the period of time indicated by the words on the paper which he draws.

An election shall be held annually at the place where the city council of Galesburg hold their meetings, on the first Monday of June, at the first of which all of said directors shall be chosen, and at each election thereafter, successors to the directors whose terms are about to expire. For the first election, the election officers shall be appointed by the city council of Galesburg, notice thereof being published by said council ten days before the election, in a newspaper of said city, but for each subsequent election said appointment shall be made by the Board of Education, and notice given by them as aforesaid, and for what wards directors are to be chosen; and said election shall in every other particular—the supplying of vacancies in the officers thereof, substituting the place for holding the election, conducting the election, making the returns, etc., etc., be governed by the ordinance of the city of Galesburg in force at the time of election. Said Board shall be the judges of the election and the qualifications of their members and in determining the same, shall be governed by the city ordinance as aforesaid.

All officers under this act shall hold their offices until the election and qualification of their successors. Removal from his ward, and not out of the city, by any director, shall not vacate his office, and whenever any vacancy shall occur in the office of director, the city council of Galesburg shall supply the same upon notice thereof by the Board of Education; but such appointment so made by the city council shall only continue until the next regular election of directors, when a successor shall be elected, who shall hold his office for the unexpired term only.

SEC. 12. The treasurer and clerk of the city of Galesburg shall be the treasurer and clerk of the Board of Education, and the Board shall determine their duties, compensation and amount of security to be given.

SEC. 13. Said Board shall cause all funds not needed for immediate use, to be loaned at the rate of ten per cent. per annum, payable semi-annually in advance. No loan shall be for a longer period than five years, and if exceeding one hundred dollars, shall be secured by unencumbered real estate of at least double the value of the loan, without estimating perishable improvements. For any sum of one hundred dollars and under, good and satisfactory personal security may be taken.

SEC. 14. All notes and securities shall be to the Board of Education, for school purposes, and the borrower shall be at all expense of examining titles, preparing and recording papers.

SEC. 15. In settling the estates of deceased persons, debts for school purposes shall be preferred to all others except those attending the last illness of the deceased and his funeral expenses; excluding the physician's bill.

SEC. 16. If default be made in the payment of interest or of principal when due, interest at the rate of twelve per cent. per annum, on the amount due, shall be charged from the default, and may be recovered by suit. Suit may be for the interest only, whether the principal be due or not; and if the interest be not paid within ten days after the same becomes due, the principal, at the option of the holder of the note, shall thereby become due, and may be recovered by suit if necessary.

SEC. 17. All judgments for principal or interest, or both, shall draw interest at the rate of twelve per cent. from the rendition of judgment; and said Board may purchase in property sold on execution or decree in their own favor as other persons, with right of redemption as in other cases. No judgment for costs shall be rendered against said Board, to be paid out of the school funds.

SEC. 18. If the security for any loan or other debt due the school district, in the judgment of the Board, become doubtful or insecure, they shall cause the debtor to be notified thereof; and if he shall not immediately secure the same to the satisfaction of the Board, the principal and interest shall thereby become due immediately, and suit may be brought against all the makers of the note, although such condition or stipulation be not inserted in the note.

SEC. 19. Said Board of Education shall publish annually a statement of the number of pupils instructed the preceding year, the sev-

eral branches of education pursued, the receipts and expenditures of each school, specifying the sources of such receipts and the objects of such expenditures.

SEC. 20. Said Board shall have full power to admit persons who do not reside within said district into said schools, upon such terms as they may think proper.

SEC. 21. All free white persons, over the age of five years and under the age of twenty-one years, residing within said district, shall be admitted to said schools free, or upon the payment of such rates of tuition as the Board shall prescribe; but nothing herein contained shall prevent persons being suspended, expelled, or kept out of said school altogether, for improper conduct.

SEC. 22. In purchasing or leasing grounds or buildings for school purposes, said Board of Education may do so on credit, and when the price and conditions of the purchase or lease are agreed upon, the Board may certify the same to the city council of Galesburg, and the council shall make or cause to be made to the proper party, the bonds or obligations of said city for the payment of the purchase money, according to said terms, or said Board may execute in their own name said contract, bonds, obligations, and they shall be binding upon said city; and the council shall provide for the payment of the same, and the interest thereon as it becomes due, as though they were executed by the city of Galesburg, and under her corporate seal.

SEC. 23. This act shall be attached to the act incorporating the city of Galesburg, and be considered a part of said charter.

SEC. 24. This act shall not take effect or be in force without a majority of the legal voters of said city shall decide in its favor at an election for that purpose, to be held at such time and conducted in such manner as the council of said city may direct.

WM. R. MORRISON,
Speaker of the House of Representatives.

JOHN WOOD,
Speaker of the Senate.

Approved Feb. 18th, 1859:
WM. H. BISSELL.

UNITED STATES OF AMERICA,
State of Illinois. } SS.

I, O. M. Hatch, secretary of state of the state of Illinois, do hereby certify that the foregoing is a true copy of an enrolled law, now on file in my office. In witness whereof I have hereunto set my hand, and affixed the great seal of state, at the city of Springfield, this 14th day of March, A. D. 1859.

O. M. HATCH,
Secretary of State.

THIRD AMENDMENT.

An act to amend an act entitled "An act for the establishment of a system of Graded Schools in the City of Galesburg.

SECTION.
1. Assessment and Loans.
SECTION.
2. Amendatory.

SECTION 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, that section seven from the word "Provided" in the fifth line from the top of said section, be as follows: "Provided said Board shall not for any one year require to be raised more than one per centum for the benefit of said schools on the assessed value of the real and personal property of said city for such year unless authorized by a majority of the votes cast at an election ordered by said Board for such purpose, notice of such election, and the time and place, having been given in accordance with the city ordinance for elections in force at that time; nor shall said Board, or said city council, make any loan exceeding one thousand dollars, nor for a time longer than six months, for school purposes, unless authorized by a vote as aforesaid."

SEC. 2. At the end of section ten add the following words: "Anything in the charter of the city of Galesburg to the contrary notwithstanding."

SEC. 3. At the end of section twenty-three, add the following words: "And amendment thereto."

Approved Feb. 14, 1865.

RULES AND REGULATIONS.

ORGANIZATION.

SECTION 1. The members of the Board of Education shall meet and organize on the second Monday in June of each year, and the President shall appoint the following standing committees, each to consist of three members:

1. School Buildings and Grounds.
2. Text-Books, Rules and Regulations, Furniture and Supplies.
3. Auditing.
4. Teachers.

The Superintendent of Schools shall be *ex-officio* a member of each committee.

RULES OF ORDER.

SECTION 1. A majority of the members of the Board shall constitute a quorum.

SEC. 2. The President shall preserve order and decide all questions of order subject to an appeal to the Board. In the absence of the President, a member of the Board shall be elected President *pro tem.*

SEC. 3. No member shall entertain any private conversation while another member is speaking.

SEC. 4. All resolutions shall be submitted in writing at the request of the President or any member.

SEC. 5. Every member present shall vote on all questions which have been seconded and stated by the chair, unless excused by the Board or directly interested in the question.

SEC. 6. The vote on any question shall be taken by *yeas* and *nays* when any member shall call for them, in which case the vote shall be recorded.

SEC. 7. When a question is before the Board, no motion shall be received, except to adjourn, to lay on the table, to close the debate, to refer, to postpone to a certain time, or to amend; and the motion shall take precedence in the order above named; the first, second, and third shall be decided without debate, and second and third by a two-thirds vote. Any member may call for a division of the question when the sense will admit of it.

SEC. 8. No more than two amendments shall be entertained at the same time to a proposition—that is, an amendment, and an amendment to an amendment—and the question shall be taken on the last amendment.

SEC. 9. In all cases where a motion or resolution shall be entered on the minutes of the Board, the name of the member moving the same shall be entered.

SEC. 10. All committees shall be appointed by the chair unless specially directed otherwise by the Board.

*SEC. 11. All unpaid bills against the Board of Education must be found on file at the office of the Superintendent of Schools on the Saturday next preceding any regular meeting of the Board, and all parties who have contracted or ordered the same are required to call at his office during that day and pass upon the correctness of said bills, preparatory to submitting them to the Auditing Committee of the Board for payment. Also that supplies shall be bought only by the order of some member of the Board, or by the Superintendent of Schools.

*Adopted, June 9, 1902.

SEC. 12. Roberts' Rules of Order shall govern the Board in all cases not otherwise provided for by these rules.

GENERAL REGULATIONS.

SECTION 1. The Board shall hold regular meetings on the second Monday of each month and such special meetings, from time to time as occasion may require, to be convened on the call, in writing, of the President or any two members of the Board.

SEC. 2. When special meetings are called, the nature of the business to be transacted shall be stated in the call and notice for said meeting, and no other business shall be transacted at said meeting, except by unanimous consent of the members present.

SEC. 3. The time for the regular meetings shall be 7 p. m. from October 1st to April 1st, and 7:30 p. m. from April 1st to October 1st.

SEC. 4. The order of business shall be:

1. Reading the Record of the last regular and any intervening special meetings.
2. Reports of Standing Committees in their order.
3. Communications to the Board.
4. Reports and suggestions by the Superintendent.
5. Miscellaneous and unfinished business.

SEC. 5. The Superintendent of Schools shall be appointed at the regular meeting in June of each year.

SEC. 6. The teachers shall be appointed and their salaries fixed annually in the month of June, so far as practicable.

SEC. 7. No appointment of Superintendent or teacher shall be for a term exceeding one year, and the Board reserves the right to discharge the Superintendent or any teacher, for cause.

SEC. 8. The janitors shall be appointed and their wages fixed, annually, not later than the regular meeting in August. The janitor for each building shall be named by the Director living in that district, subject to the approval of the Board; and such Director may suspend such janitor for cause, and shall report such suspension to the Board for its approval.

SEC. 9. The salaries or pay of teachers, officers, and other employes shall not be increased or diminished during the time for which the appointments are made, and such salaries shall be allowed monthly by the Auditing Committee upon the certificate of the Superintendent of Schools that the services have been rendered.

Sec. 10. No other bill shall be paid until approved by the Auditing Committee and allowed by the Board.

Sec. 11. Each Director shall constitute a local committee for the ward in which he resides.

Sec. 12. The school year shall consist of nine months of four weeks each and shall be divided into three terms as follows:

The first term shall begin on the first Monday in September, and continue sixteen weeks.

The second term shall begin on the first Monday in January, and continue twelve weeks.

After one week's vacation, the third term shall begin and continue eight weeks.

Sec. 13. The morning session shall commence at eight o'clock and forty-five minutes, and close at twelve. The afternoon session shall commence at one o'clock and thirty minutes, and close at four; provided that all pupils who are charged with no delinquencies may be dismissed at half past three. The Friday afternoon session may be shortened half an hour for teachers' meetings.

Sec. 14. The schools shall be closed on all National and State holidays. When any of these holidays fall on Thursday, the school shall be closed for the remainder of the week. No school shall be dismissed on any other day except by special permission of the Board.

Sec. 15. Any regulation may be suspended by a vote of two-thirds of the members present.

Sec. 16. No amendment shall be made to these regulations unless proposed at a regular meeting and laid over for one month before being considered.

DUTIES OF THE SUPERINTENDENT.

Section 1. It shall be the duty of the Superintendent to acquaint himself with whatever principles or facts that may concern the interests of education, and with all matters in any way pertaining to the organization, discipline and instruction of public schools, to the end that all the children of this city who are instructed in the public schools may obtain the best education which these schools can impart.

Sec. 2. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils, and shall see that the regulations of the Board are faithfully carried out.

SEC. 3. He shall attend all the meetings of the Board and shall keep the Board constantly advised of the schools and of the changes required in the same. He shall report to the Board, from time to time, such regulations for the government and discipline of the schools, as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board may from time to time direct.

SEC. 4. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and he shall make such suggestions and give such instructions to the teachers as he shall deem best calculated to increase their efficiency as instructors. He shall report to the Board whenever he finds a teacher deficient or incompetent in the discharge of his or her duties.

SEC. 5. He shall attend and advise, when requested, with any standing or special committee, in respect to the matters committed to them.

SEC. 6. He shall direct the examination for promotion in all grades, and no pupil shall be promoted or transferred from one school to another, without his approbation.

SEC. 7. In case of sickness or temporary absence of any teacher, it shall be his duty to procure a proper substitute.

SEC. 8. He shall prepare and certify to the monthly pay-roll of teachers and janitors.

SEC. 9. It shall be his duty, upon consultation with the proper committee, to order and oversee such repairs and improvements as may be necessary from time to time, to keep all the school property in good condition.

SEC. 10. He shall annually prepare a report embracing such facts and statistics in reference to the system of public schools of this city as may be of interest to the community.

SEC. 11. His office hours on school days shall be from 8 to 9 a. m., and from 3:30 to 4:30 p. m. On Mondays he shall remain in his office until 12 m.

TEACHERS.

SECTION 1. All teachers in the public schools are required to make themselves familiar with these regulations, and especially with that portion which relates to their respective schools, and to see that these are faithfully observed.

SEC. 2. The teachers shall punctually observe the hours appointed for opening and dismissing the schools, and during the school hours, shall devote themselves exclusively to the duties of their charge.

SEC. 3. The teachers may meet once in four weeks, on Friday afternoon, at half-past three, or at the call of the Superintendent, for the purpose of mutual consultation in regard to the interests of the schools, modes of discipline, of imparting instruction, etc. The session may continue two hours. A record of the meetings shall be kept, which shall be open to the inspection of the Board.

SEC. 4. All teachers are required to open and remain in their rooms at least fifteen minutes before the time for commencing, morning and afternoon. They shall not permit disorder, unnecessary noise or rude conduct in their rooms, at any time. Teachers failing to comply with this rule shall report their tardiness to the Superintendent.

SEC. 5. The Principals of buildings shall be held responsible for the management of their respective schools. They shall prescribe such rules and regulations for halls, yards and outbuildings connected with same, and shall insure their being kept in a proper condition. The other teachers shall co-operate with them, not only during school hours, but during the time the pupils are on the school premises, at recess and before and after school. They shall use all reasonable efforts to prevent pupils from gathering on the school grounds before the hours for opening the school, and they shall require them to leave the premises at the close of the school.

SEC. 6. Teachers may visit public schools for the purpose of observing modes of instruction and discipline. Such visits shall not occupy more than two days in a year, and one visiting day only can be taken in any term, and for this purpose only one room in the same building can be dismissed at the same time.

SEC. 7. The teachers shall practice such discipline in their schools as would be exercised by a kind, firm and judicious parent in his family; and they shall resort to corporal punishment only when milder means have been tried and found to fail. Each teacher shall keep a list of all cases of corporal punishment inflicted by said teacher, and at the close of each month shall report the same to the Superintendent, with date, name of pupil, and cause of such punishment.

SEC. 8. They shall adhere to the Course of Study prescribed by the Board.

SEC. 9. No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any schoolroom, or upon any of the school premises.

SEC. 10. Notice of the supplies or repairs required in any of the schoolrooms should be sent, in writing, to the Superintendent, on Monday between 4 and 5 p. m.

SEC. 11. The books used and the studies pursued shall be such, and only such, as may be authorized by the Board; and no pupil shall be allowed to retain connection with any public school unless furnished with books, slates, and other utensils required to be used in the class to which he belongs: Provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice, without the pupil's obtaining such books.

SEC. 12. It shall be the duty of teachers, from time to time, to send reports to parents in such form as the Superintendent shall direct, indicating the standing of their children in scholarship and deportment. They shall also immediately notify parents of any irregularity in attendance on the part of their children, unless they have good reason to believe that such irregularity is unavoidable, and with the parents' knowledge and consent.

SEC. 13. It shall be the duty of each teacher having charge of a room to make out a program of recitations and studies of the different classes in the school, at the beginning of each term, placing the same in a conspicuous place in the schoolroom for reference, and furnish the Superintendent with a copy, and notify him of any changes in the same.

SEC. 14. The Board will not take notice of any charge against any teacher unless presented in writing and signed by at least one responsible person.

SEC. 15. No teacher shall have the right to resign during the term for which he or she was appointed, without the consent of the Board, and at least two weeks' notice.

SEC. 16. Each teacher shall keep his or her register and class book neatly and accurately, and in accordance with the prescribed forms, and at the end of the year return them to the Superintendent at his office.

SEC. 17. The teachers are expected to give vigilant attention to the ventilation and temperature of their schoolrooms.

SEC. 18. On the Friday preceding any general or special election, it shall be the duty of the teachers of all grades above the fourth year to explain to their pupils the meaning and purpose of the elective franchise as enjoyed in this country.

SEC. 19. The Principals shall keep an inventory of all apparatus and supplies belonging to their buildings.

SEC. 20. Teachers are prohibited from awarding prizes to pupils under their charge, unless authorized by the Board.

SEC. 21. Pupils shall not be permitted to answer calls from the room except in very especial cases and then only at the discretion of the Principal.

SEC. 22. They shall read, from time to time, and explain to their schools, all the rules relating to pupils, that they may be distinctly understood.

PUPILS.

SECTION 1. None but legal residents of Galesburg, between the ages of six and twenty-one years, shall be admitted into any of the public schools without the permission of the Board, and the payment of tuition, at the rate of fifty cents per week.

SEC. 2. No pupil beginning the first year shall enter after the fourth week of the school term.

SEC. 3. Pupils can only be admitted to the schools for the first time by a permit issued by the Superintendent, entitling them to enter Monday morning of any week. Pupils may be received during the first three days of any term; after which, application for admission must be made on Monday mornings, at the office of the Superintendent.

SEC. 4. Pupils shall attend school in the district in which they reside, except when transferred by the Superintendent of Schools. The following grounds will be considered sufficient to warrant a transfer:

(1). From a school which has more pupils than seats, to a school which has vacant seats.

(2). In case of injury to health from greater distance traveled, the injury to be determined by certificate of some well accredited physician.

The above cases must present certificates of good standing in the schools they desire to leave.

(3). For disciplinary purposes, when the good of the pupil and the good of the school make a change desirable.

SEC. 5. Every scholar who shall be absent four half-days, or tardy four times, or who shall leave school without permission twice within four consecutive weeks, without a statement from the parent or guardian, given in person or by written note, stating that these absences were with his knowledge, or unless such absences shall be in accordance with the previous request of the parent or guardian, given in person or by written note, shall forfeit his seat in school, and the teacher shall forthwith notify the parent that the pupil is suspended; Provided, that no teacher shall be required to enforce this regulation until other reason-

able means for correcting such irregularities have been tried. No pupil who has been thus suspended shall be restored until the Superintendent has received satisfactory assurance from the parent or guardian that these irregularities will be corrected in the future.

SEC. 6. Any pupil guilty of defacing or injuring any school property shall pay in full to the extent of the damage, and be liable to suspension or expulsion in case such injury was wantonly committed.

SEC. 7. Any pupil who shall be absent from any regular examination shall forfeit his or her seat, and shall not thereafter enter any of the schools of the city without a special permit from the Superintendent.

SEC. 8. Whenever a parent or guardian wishes to have a pupil excused from any regular study of his class, or regularly during any portion of school hours, for any reason whatsoever, he shall apply to the Superintendent in person or by written note, stating the reason for such request, and the Superintendent shall have power to grant it.

SEC. 9. All the pupils are required to refrain from every kind of rude behavior in the school buildings, such as loud, boisterous laughing and talking, whistling, running and scuffling, and to conduct themselves as well-bred persons would do in a private house.

SEC. 10. No games shall be permitted in the basements or yards which will endanger the safety of any property in the buildings or on adjoining grounds; nor upon the streets to the annoyance of the passersby. Pupils are prohibited from throwing snow balls or missiles of any kind on the school premises, or on the streets adjacent.

SEC. 11. Whenever the teachers of any school shall report to the Superintendent the name of any pupil whose conduct is considered such that he or she is unfit to be a member of the school, the case shall at once be examined by the Superintendent, and if, in his judgment, the pupil has been duly admonished, and he exhibits no signs of reformation, he shall temporarily suspend the pupil. He shall inform the parent, stating the cause of suspension. Any pupil thus suspended may be restored at the direction of the Superintendent; but no pupil shall be finally expelled from school without the action of the Board. A record of all suspensions and expulsions shall be kept at the office of the Superintendent.

SEC. 12. No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, until they are able to sustain a satisfactory examination in all the studies of the grade from which they are to be transferred. Pupils may be sent into a lower class whenever their scholarship has been of the fourth rank two

months in succession, or whenever it seems probable that they will not attain a fair standing in a class to which they belong. The fourth rank shall be below an average of 75 per cent.

Sec. 13. To complete the eighth grade or to graduate from the High School, the pupil's standing must not be lower than 75 per cent. in any subject unless the general average of all subjects exceeds 85 per cent. The standing shall be based upon the daily work and the final examination. In all other grades an average standing of 75 per cent. shall be required to admit the pupil to the grade above.

Sec. 14. An excuse for every absence or tardiness shall be rendered in writing or in person by the parent or guardian of the delinquent pupil.

In such case the pupil shall not be entitled to the benefits of the school until the excuse is rendered. Provided, the teacher may, if he thinks best, permit the pupil to remain in school during the first half-day on which he shall come after the absence, or during the half-day on which the tardiness occurs, and require such pupil to bring the excuse on the succeeding half-day.

Sec. 15. Any child who comes to school without having given reasonable attention to cleanliness of person or dress, may be sent home to be prepared for school in a proper manner.

Sec. 16. Teachers may require pupils, guilty of insubordination, to make an apology as openly and explicitly as the nature of the case may require.

DIRECTIONS FOR KEEPING RECORDS.

Section 1. The ages of all pupils shall be taken in years and months immediately upon their entering school.

Sec. 2. Every pupil, upon entering the school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, whether he be a member for one day, for one week, or for an entire term.

Sec. 3. Every pupil who shall have been in attendance during half or more than half of a given session, shall be accounted present for that session; otherwise he shall be accounted absent.

Sec. 4. The name of any pupil who has been absent for six consecutive half-days shall be dropped from the roll; provided in cases when the pupil has left school not to return, his name may be dropped on the day of leaving.

Sec. 5. Any pupil who may be absent from the schoolroom at a definite time previously fixed for the beginning of the session shall be

marked tardy; except in a case where a pupil, after having been present in the schoolroom shall be sent by the teacher into other parts of the school building, or upon the school premises, to attend to business connected with the school.

SEC. 6. When a class finishes a grade, there is entered in the Grade Record for the school (1) the length of the time the class, or any particular pupil, was in the grade; (2) the name of each pupil; (3) the age in years and months of each pupil at the time of completing the grade.

SEC. 7. The average daily attendance shall be found by dividing the whole number of days *present* by the number of days of school.

SEC. 8. The average number enrolled shall be found by taking one-half the sum of the enrollment and average daily attendance for the month.

SEC. 9. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the average number enrolled.

JANITORS.

SECTION 1. The janitors shall remain in or near their respective building during the school hours, unless excused by the Principal, and devote their time to the duties pertaining to their position.

SEC. 2. They shall have the rooms properly heated at least thirty minutes before the time of commencing school in the morning.

SEC. 3. They shall carefully sweep the schoolrooms, wardrobes, and halls after the close of each school day, and shall carefully dust them before the opening of school in the morning, and when the Principal thinks necessary, shall scrub the rooms, wardrobes, halls, and windows with water.

SEC. 4. They shall, during the time of snowfall, or sleet, keep brooms at the door for the use of pupils; keep clean the steps and all the walks in and around the building; shall keep the basements in good condition, and shall see that the buildings are properly closed at night and at other times when the school is not in session.

SEC. 5. They shall be kind and considerate of pupils, courteous to teachers, and helpful to the Principal in maintaining order in the hallways and on the school grounds.

SEC. 6. They shall perform such other services as the Principal, Superintendent, or Board, may require.

SEC. 7. They shall make a daily review of the school buildings and grounds, and report to the Principal or Superintendent any injury done to the same; and so far as they are able, make all repairs needed in term time.

*Sec. 8. They shall keep the grounds, including the terrace, in a neat and orderly condition. They shall keep the grass mowed with a lawn mower and neatly trim all edges. They shall keep the weeds out of the lawn and flower beds and let none go to seed. They shall gather all papers, rubbish, grass, etc., and place the same in receptacles or in the ash-room in the cellar, and under no circumstances throw, or allow the same in the street.

Note.—These Rules and Regulations were adopted by the Board at the October meeting, 1890.

RULES OF THE BOARD OF HEALTH.

The Board of Health of the city of Galesburg, Illinois, hereby announces the following rules for the guidance of the instructors in the public schools:

Children coming from homes in which there exist contagious diseases or diseases believed to be contagious, shall not be allowed to attend school, even though they may have left their home and taken up their abode elsewhere. This rule shall be effective until the child shall have been away from home two weeks, or the Board of Health issues a certificate permitting said child to return to school.

Should it appear that a child from any infected home shall be immune, it may, after leaving said infected home and after having its clothing properly disinfected, be allowed to attend school upon presenting a certificate from the Board of Health.

No pupil in whose home there shall be any one afflicted with smallpox, scarlet fever, measles, diphtheria, *whooping cough, or mumps, shall be allowed to attend school until the attending physician shall certify in writing, that there is no longer danger to others.

In case there is no attending physician a certificate from the Board of Health must be obtained before returning to school.

All clothing and school books used or handled by children while suffering from infectious, or contagious diseases must be thoroughly disinfected under the supervision of the Board of Health before worn or used in school.

Ben D. Baird, M. D.
September, 1903. Health Commissioner.

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*In case of whooping cough or mumps, the pupil afflicted must not be allowed to attend school until a physician's certificate is issued and presented that there is no longer danger from contagion. Other members of the family, not afflicted, may attend school.

LESTER T. STONE
Member of Board of Education
1878-1911

MR. LESTER T. STONE.*

Mr. Lester T. Stone died November 12, 1911. The evening of the following day was the time for the regular November meeting of the Board of Education. The Board met as usual with all the members present, but it took up no business. It simply voted to have the flags on all the school buildings placed at half-mast, to close the schools on the forenoon of the next day, to attend the funeral in a body, and to stand adjourned for one week.

The death of Mr. Stone removed from the Board of Education its oldest member in point of service. He was serving his 34th year, having had the unprecedented honor of being elected director twelve times in succession. So satisfactorily did he fill the position that his election was seldom contested. He was a member of the Teachers' Committee for thirty years, and for twenty consecutive years of that time he was its chairman. For the last two years he had been chairman of the Building Committee as well as a member of the Teachers' Committee.

Professor Churchill and Mr. L. T. Stone had more to do in the making of the schools of Galesburg what they are today than any other citizens. He was the successor in the Board to Professor Churchill as the teacher's friend. He realized and appreciated the trying problems that inevitably come to one who teaches forty to fifty pupils or more, and at such times he gave his sympathy and unqualified support. After the salaries had been greatly reduced in the later '70's, the records show that L. T. Stone was the one who led the movement in 1881 that resulted in having them restored. He took the same position in regard to the pay of the janitors. There was no advance in salaries during his time of service which he did not either champion or support.

He was the pupil's friend, too. It was on his motion in 1884 that the Board did away with that outrageous custom of making the promotion of a pupil depend solely on his

*Mr. Stone died after the manuscript for this book was prepared.

answer to ten questions given in an examination at the end of the year. Mr. Stone's motion at that time was: "That the rule concerning the average standing of the pupils be amended so as to provide that in determining the standing of pupils for promotion or graduation, the year's work shall be taken into consideration."

He was the tax-payer's friend, for he always did his best to have the district get the equivalent of every dollar expended. Handling large sums of public money through a third of a century did not beget in him easy-going methods of expenditure. The only thing of which it can be said that he was extravagant, was of his own time, which he gave so generously to the interests of the schools. If his name does not lead the list, it is near the head, of those who have given their time to the good of the city without any remuneration.

To L. T. Stone Galesburg owes an unusual debt of gratitude for his long, faithful and valuable services; and last spring it showed in a delicate way its appreciation of his worth by re-electing him to the Board when it was believed by all who knew him that he would not live to fill out the term. He saw the point clearly and appreciated it as only a strong deep nature could. In all his relations with the Board of Education nothing ever touched him so deeply as did this action of the people whom he had served so long. He felt that it was full pay for the services rendered.

Mr. Stone possessed many of the qualities of an ideal Board member. By nature conservative, yet he enjoyed being progressive, "when shown." Always having great influence on the Board, he exercised it in such a quiet and unofficious way as never to cause antagonism. Sensitive to public opinion, yet, when he had made up his mind that a certain line of action was right and best, no one could be less influenced by what people might think or say. He would wait until all the evidence was in before he expressed his judgment, and, when he had given his opinion, it was never necessary to call on him again to see if he had changed

his mind. Although he was loyal to his friends, it was not necessary to be his friend in order to get a fair hearing and receive just treatment. He was as kind and tender hearted as a woman, yet he was inclined to give expression to such sentiments only by stealth.

His friends and those who knew him only in a business way always found him honest to the core and incapable of doing a mean act or taking an unfair advantage. The writer never was associated with a person in whose judgment he had more confidence and on whose word he could more absolutely rely.

STATISTICS FOR 1910-1911.

Superintendent of Schools		1
Teachers in the High School	25	
Teachers in the Graded Schools	69	94

SUPERVISORS.

Principal of High School	1	
Principal of Training School	1	
Music	1	
Drawing	1	
Physical Training	1	5
Librarian of Children's Room		1
School Nurse and Truant Officer		1
Clerk to Principal of High School		1
Janitors	11	
Engineer of Heating Plant	1	
Fireman of Heating Plant	1	13
		116

TABLE I.

SHOWING THE NUMBER ENROLLED, AND THE NUMBER WITHDRAWN DURING THE YEAR.

SCHOOLS	ENROLLED			WITHDRAWN		
	Boys	Girls	Both	Boys	Girls	Both
High School	314	453	767	43	23	66
Churchill	194	187	381	34	34	68
Hitchcock	220	250	470	13	10	23
Lincoln	216	231	447	21	16	37
Weston	317	319	636	45	43	88
Douglas	131	120	251	17	15	32
Cooke	85	65	150	13	9	22
Bateman	235	230	465	31	29	60
Central Primary	97	108	205	14	25	39
E. Losey St	17	25	42	1	0	1
Total	1826	1988	3814	232	204	436

TABLE II.

SHOWING THE AVERAGE ENROLLMENT, ATTENDANCE, ETC., IN EACH SCHOOL.

SCHOOLS	Average Enrollment	Average No. Belonging	Average Daily Attendance	Average Per Cent. Attendance	Total Cases of Tardiness	Average Perfect Attendance
High School	733.8	716.6	700.7	97.7	637	398.5
Churchill	346.6	331.8	314.8	94.8	204	161.7
Hitchcock	430.1	417.1	406.4	97.4	85	236.2
Lincoln	418.3	406.1	392.3	96.6	58	209.5
Weston	555.3	531.2	504.6	94.9	146	249.6
Douglas	222.7	213.6	203.0	95.0	144	102.5
Cooke	124.8	119.1	113.7	95.4	32	65.5
Bateman	424.2	405.1	386.1	95.3	81	186 6
Central Primary	148.2	137.4	125.0	90.9	95	55.1
E. Losey St	37.1	36.1	34.7	96.1	17	19.2
Total	3441.1	3314.1	3181.3	95.9	1499	1684.4

TABLE III.

SHOWING THE NUMBER OF PUPILS WITHDRAWN FROM SCHOOLS DURING THE YEAR WITH CAUSE.

SCHOOLS	Left City	Work	Sickness	Private School	Unknown	Indifference	Death	Vaccination	Suspended	Total
High School.....	18	21	6	2	6	13	..	..	..	66
Churchill.....	36	20	8	1	1	2	..	..	..	68
Hitchcock.....	15	4	3	..	..	1	..	..	..	23
Lincoln.....	20	8	4	2	3	..	..	..	..	37
Weston.....	55	17	8	..	4	4	..	..	..	88
Douglas.....	17	5	6	1	..	2	1	..	..	32
Cooke.....	14	4	2	1	1	..	..	..	..	22
Bateman.....	35	10	11	..	..	2	2	..	..	60
Central Primary..	32	..	5	..	1	..	1	..	..	39
E. Losey St.....	1	..	..	..	..	..	..	..	..	1
Total.....	243	89	53	7	16	24	4	..	..	436

TABLE IV.

SHOWING THE NUMBER OF PUPILS PROMOTED FROM EACH GRADE, WITH AGE AT TIME OF PROMOTION.

GRADES	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years	17 Years	18 Years	19 Years	20 Years	21 Years	Total
First.....	92	184	49	18	4	1	1	...	...	...	..	..	..	..	..	..	349
Second.....	5	82	147	50	21	4	2	1	...	1	..	..	..	1	..	..	314
Third.....	..	3	92	161	71	20	9	1	...	...	..	..	..		..	..	357
Fourth.....	..	...	1	68	136	49	28	7	7	...	1	..	..	..	..	..	297
Fifth.....	..	...	...	8	59	117	83	34	7	7	1	..	..	..	..	..	316
Sixth.....	..	...	...	...	2	42	108	73	35	8	1	..	..	..	..	..	269
Seventh.....	..	...	...	...	...	3	49	95	65	31	1	1	..	..	..	..	245
Eighth.....	..	...	...	...	...	...	6	56	95	56	18	4	..	..	..	..	235
Total.....	97	269	289	305	293	236	286	267	209	103	22	5	..	1	..	..	2382

TABLE V.

Showing the Number of Pupils Completing Grade, with Time in Grade.

GRADES	I	II	III	Total
First	124	117	108	349
Second	196	61	57	314
Third	284	28	45	357
Fourth	213	31	53	297
Fifth	245	27	44	316
Sixth	165	14	90	269
Seventh	190	8	47	245
Eighth	169	7	59	235
Total	1586	293	503	2382

Column I, number completing grade in *one* year.
Column II, number completing grade in *less* than one year.
Column III, number completing grade in *more* than one year.

TABLE VI.

Showing the Number Beginning First Grade, by Schools and Terms.

SCHOOLS	Fall	Winter	Spring	Total
Hitchcock	52	1	4	57
Lincoln	39	1	5	45
Weston	53	7	14	74
Douglas	18	6	10	34
Cooke	25	1	3	29
Bateman	48	4	9	61
Central Primary	46	4	12	62
E. Losey St	13	4	1	18
Total	294	28	58	380

TABLE VII.

SHOWING THE NUMBER OF COLORED PUPILS, BY SCHOOLS AND BY GRADES.

GRADES	High School	Churchill	Hitchcock	Lincoln	Weston	Douglas	Cooke	Bateman	Central Primary	East Losey St.	Total
First	....	....	1	2	6	....	2	3	10	....	24
Second	....	....	....	1	5	....	4	1	5	....	16
Third	....	2	....	1	3	....	3	2	2	....	13
Fourth	....	2	....	1	6	....	9	3	....	....	21
Fifth	....	6	....	....	5	....	4	...	....	...	15
Sixth	...	8	....	1	2	....	...	....	....	....	1
Seventh	....	4	....	3	1	....	....	....	....	....	8
Eighth	....	1	1	....	....	....	....	....	....	....	2
Ninth	6	....	....	....	....	....	....	....	....	....	6
Tenth	1	....	....	....	....	....	..	....	....	....	1
Eleventh	2	....	....	....	....	....	....	....	...	....	2
Twelfth	....	....	....	....	....	...	....	....	....	....	....
Total	9	23	2	9	28	....	22	9	17	....	119

REPORT OF THE CHILDREN'S READING ROOM.

MONTHS	1910-1911		
	Library	Schools	Total
June	1950	.....	1950
July	1763	.....	1763
August	1863	.....	1863
September	1969	....	1969
October	2633	787	3420
November	3141	735	3876
December	2616	777	3393
January	2757	602	3359
February	3021	883	3904
March	3249	802	4051
April	2897	851	3748
May	2437	903	3340
Total	30296	6340	36636

CHAPTER VII

MEMBERS OF THE BOARD OF EDUCATION.

The Board of Education is composed of one member from each ward, elected by the vote of the entire district, or city.

The Mayor, City Clerk and City Treasurer are, according to the Charter, President, Clerk and Treasurer of the Board of Education.

FIRST WARD.

Chauncy S. Colton, June 1861-June 1864.
J. V. N. Standish, June 1864-June 1867.
Henry R. Sanderson, June 1867-May 1870.
George W. Brown, June 1870-June 1872.
George Churchill, June 1872-June 1873.
Samuel J. Parry, June 1873-June 1876.
George W. Foote, June 1876-June 1879.
Samuel J. Parry, June 1879-July 1887.
Oscar F. Price, Oct. 1887-June 1894.
Miss M. Evelyn Strong, June 1894-May 1902.
Mrs. G. W. Thompson, June 1902-June 1911.
Gustave Wenzelmann, June 1911-

SECOND WARD.

Edwin Post, June 1861-June 1864.
Albert Reed, June 1864-June 1867.
Alfred Knowles, June 1867-June 1870.
Hollis M. Hale, June 1870-June 1873.
Alfred Knowles, June 1873-June 1876.
J. Parke Cooke, June 1876-May 1878.
Henry W. Carpenter, June 1878-June 1879.
Nels F. Nelson, June 1879-June 1882.
Peter F. Brown, June 1882-June 1885.
C. C. Merrill, June 1885-June 1894.
Louis N. Thompson, June 1894-June 1897.

CENTRAL SCHOOL

Location, on Broad Street between Simmons and Tompkins Streets. A twelve-room building. Erected in 1904. Cost of plant, $45,144.

CHURCHILL SCHOOL

Location, corner of Bread and Simmons Streets. A twelve-room building. Erected in 1866. Partially remodeled in 1894. Cost of plant, $69,902.

J. C. Tunnicliff, June 1897-May 1898.
C. C. Merrill, June 1898-June 1904.
J. W. Hammond, June 1904-Sept. 1904.
C. E. Johnson, Oct. 1904-June 1909.
W. S. Purington, June 1909-June 1911.
Mrs. G. W. Thompson, June 1911-

THIRD WARD.

David Sanborn, June 1861-June 1866.
Wm. E. Dunn, June 1866-June 1869.
John C. Stewart, June 1869-June 1872.
John McFarland, June 1872-June 1875.
C. E. Lanstrum, June 1875-June 1878.
Geo. A. Murdoch, June 1878-June 1884.
Neely C. Woods, June 1884-July 1889.
Geo. A. Murdoch, June 1889-June 1896.
L. F. Wertman, June 1896-

FOURTH WARD.

Geo. H. Ward, June 1861-June 1868.
Benjamin S. Stanley, June 1868-June 1874.
Geo. L. Arnold, June 1874-June 1886.
Frank S. Bartlett, June 1886-July 1892.
J. W. Hammond, Aug. 1892-June 1904.
Frank S. Bartlett, June 1904-June 1907.
R. O. Ahlenius, June 1907-

FIFTH WARD.

Clement Leach, Jr., June 1861-Oct. 1861.
Isaac N. Candee, Nov. 1861-June 1868.
E. P. Williams, June 1868-May 1870.
M. D. Cooke, June 1870-June 1877.
W. C. Calkins, June 1877-June 1883.
M. D. Cooke, June 1883-May 1889.
F. F. Cooke, June 1889-Apr. 1891.
C. E. Switzer, May 1891-June 1895.
Mrs. Martha H. Read, June 1895-

SIXTH WARD.

R. P. Sage, June 1861-June 1863.
George Churchill, June 1863-June 1872.
Fred A. Willoughby, June 1872-June 1875.
R. W. Hunt, June 1875-June 1878.
Lester T. Stone, June 1878-Nov. 1911.

SEVENTH WARD.

A. H. Huntington, Apr. 1870-June 1870.
H. D. Burlingham, June 1870-Dec. 1870.
A. H. Huntington, Dec. 1870-June 1873.
Clement Leach, Jr., June 1873-June 1876.
Thos. L. Clarke, June 1876-June 1879.
H. W. Belden, June 1879-June 1882.
Robert W. Colville, June 1882-June 1885.
S. B. Inman, June 1885-June 1897.
Charles Van Brunt, June 1897-July 1905.
W. A. Marshall, Aug. 1905-Aug. 1907.
John J. Berry, Sept. 1907-

THE TEACHERS.

A COMPLETE LIST OF THE TEACHERS FOR THE FIRST HALF CENTURY, WITH THE TIME OF SERVICE—A LIST OF THE FAITHFUL.

A history of the schools without any reference to the invaluable services of the teachers, would seem incomplete and wanting in appreciation; for the real work, for which the schools were organized in 1861, and for which they were supported through the following fifty years, was done by them. Everything described in these pages was done in order that the teachers individually might perform their work better, but only the names of those who chanced to be connected with the event described, have thus far been mentioned. A complete list of the teachers with their time of service is here given. It is possible that some names may have been omitted as the appointments to fill vacancies occurring during the school year are made by the Teachers' Committee at irregular times, and some of them, for this reason, do not get on the Records of the Board. It is thought, however, that all of these have been traced, by means of the Attendance Record.

SUPERINTENDENTS.

	Term Begun	Term Ended	Years	Mos.
Guild, R. B.	1861	1862	1	
Roberts, Junius B.	1862	1874	12	
Andrews, Matthew	1874	1885	11	
Steele, William L.	1885		26	

HIGH SCHOOL PRINCIPALS.

Hayes, Edward	1868	1869	1	
McCall, Mrs. Sarah M.	1868	Mar. 1875		
	1875	1876	7	7
Gettemy, Mrs. Mary E.	Apr. 1875	1875		
	1876	1895	19	3
Thomson, Frank D.	1895	1909	14	
Willis, Arthur W.	1909		2	

TEACHERS.

Ahlenius, Bertha—H. S.	Jan. 1908		3	5
Aiken, Lewis B.	1872	Mar. 1873		7
Albert, Grace	1910		1	
Aldrich, Anna L.	1889	1891	2	
Aldrich, H. G.—H. S	1910	1911	1	
Anderson, Amy B.	1907		4	
Anderson, Eulalia	1904		7	
Anderson, Nancy E.	1909	Jan. 1910		5
Anderson, Tillie	1877	Mar. 1879	1	7
Andrews, Miss E. L.	1862	Nov. 1868	6	3
Armstrong, Anna M.	Jan. 1882		29	5
Armstrong, Lillian O.	1890	1894	4	
Armstrong, Nellie C.	1893		18	
Armstrong, Nettie H.	1885	1900		
	1901		25	
Arnold Frances—H. S.	1898	1904	6	
Arnold, Lettie	1880	1885	5	
Arnold, Martha	Jan. 1903	1911	8	5
Atwood, Nellie—H. S.	1903	1904	1	
Ayres, Cornelia	Apr. 1871	1874	3	2
Ayres, Jessie E.	1875	1876	1	
Babcock, Lenora E.	Nov. 1877	1886	8	7
Babcock, Lucy M.—H. S.	1896	1897		
	1898	1900	3	
Backman, Lillian	1901		10	

	Term Begun	Term Ended	Years	Mos.
Baker, Stella	1906		5	
Baltz, Pauline	1907	1911	4	
Barnes, Jennie	Jan. 1867	1867		6
Barnes, Sarah L.—H. S.	1861	Jan. 1863		
	1863	1865	3	5
Bartlett, Alice A.	1864	Dec. 1864		4
Bartlett, Anna G.	Apr. 1865	1865		2
Bartlett, Carrie A.	1887	1889	2	
Bassett, Helen M.	1863	1884		
	1885	1894	30	
Bassett, Jennie A.	1864	1865	1	
Bassett, M. Josephine—H. S.	1866	Dec. 1869		
	1871	Mar. 1874		
	1874	Nov. 1874	6	4
Bassler, Lillie C.—H. S.	Jan. 1882	1885		
	1886	1890		
	1894	1895	8	5
Bates, Leroy, S.	Apr. 1874	1875	1	3
Bates, Myrtle M.	1909		2	
Battell, Mabel	1906	1910	4	
Baxter, Mabel W.—H. S.	1900	1906	6	
Beals, Almeda	May 1869	1870	1	2
Bechtel, Mrs. G. O.—H. S.	1910	Dec. 1910		4
Becker, Emma J.—H. S.	1869	Sep. 1870		
	Jan. 1871	1877	7	7
Becker, Sue L.	1886	Dec. 1889	3	4
Beecher, Velina C.	1869	Mar. 1872	2	7
Belden, Katherine	1885	Dec. 1890	5	4
Belville, Mrs. H. H.	Jan. 1871	1871		6
Benedict, Helen C.	Jan. 1884	1887	3	5
Bergen, M. J.	1873	Dec. 1873		4
Bergland, Alice E.	1890		21	
Bibbins, E. May	1910		1	
Billings, Eva M.	1878	1883	5	
Blackstone, Harriet—H. S.	1895	1901	6	
Blaine, Sarah	1895	1899	4	
Blake, Sadie E.	1883	1894	11	
Blodgett, Estelle	1894	1897	3	
Blunt, A. E.	1861	Jan. 1863	1	6
Bostwick, O. P.	1879	1880	1	
Boutelle, Carrie M.	1887	1890	3	
Breckenridge, H.	Feb. 1867	1867		5

	Term Begun	Term Ended	Years	Mos.
Bridge, Earle—H. S.	Oct. 1906		4	8
Bridge, G. H.—H. S.	1881		30	
Brillhart, Don O.—H. S.	Feb. 1906	1907	1	4
Brooks, Harriett	1893	1900	7	
Brown, Abraham M.	1871	1872	1	
Brown, Belle A.	1878	1879	1	
Brown, Julia F.	Jan. 1863	1863		
	Jan. 1864	1866	3	2
Brown, Kate Louise—H. S.	1904	Dec. 1904		4
Buck, Nannie Mer	1901	1904	3	
Buckner, Jessie—Drawing Sup.	1902	1907	5	
Bullock, Ida	1871	Mar. 1876	4	7
Burnaugh, Juanita	1910		1	
Burton, Amy J.	1903	Mar. 1910	6	7
Burton, Nettie A.	1881	1883	2	
Butler, Anna	1895	1906	11	
Butler, L. P. or C.	1880	1881	1	
Byram, Hester O.	1890	1899	9	
Callihan, T. W.—H. S.	1910		1	
Campbell, Laura A.	1884	Dec. 1886	2	4
Campbell, L. J.	1904	1906	2	
Candee, Alice	Dec. 1861	Sep. 1865	3	8
Candee, Anna	1863	Sep. 1867		
	Feb. 1869	1870	5	5
Carley, Amber	1910	Dec. 1910		4
Chaffee, Mary B.	1870	1877	7	
Chandler, Alice D.	Jan. 1870	1870		6
Chandler, Robert A.—H. S.	1902	Dec. 1907	5	4
Chapin, Carrie L.	1888		23	
Chapin, Gertrude R.—H. S.	1889	1900	11	
Chase, Kate E.	1910		1	
Churchill, Julia	1863	1864		
	Dec. 1869	Mar. 1871		
	Jan. 1872	1873	5	
Clark, Elizabeth	1876	1877	1	
Clarke, Grace A.	1903	1910	7	
Clarke, Kittie G.	1868	1870		
	1871	1873		
	1874	Dec. 1880		
	1881	Dec. 1881		
	1882	1895	23	8
Clark, Lillie E.	1891		20	

	Term Begun	Term Ended	Years	Mos.
Claycomb, Hattie	Feb. 1872	1872		5
Claycomb, Mary J.—H. S.	1869	1872	3	
Colby, Mrs. R. K.	1861	1863	2	
Cole, Mary	1861	1862	1	
Collier, Helen M.	Jan. 1874	1878	4	6
Collins, Nellie C.—H. S.	1901		10	
Coolidge, Walter F.—H. S.	1900	1902	2	
Colton, Mrs. Alice C.	1881	Mar. 1889	7	7
Colville, Alice C.	1893	1896	3	
Colville, Helen	1905		6	
Comstock, Clara E.	1889	1890	1	
Conger, Hannah W.	1863	Oct. 1863		2
Conger, Jennie B.	Jan. 1887	1887		5
Connerton, Anna	Apr. 1890	1898	8	2
Converse, Mrs. A. L.—H. S.	Mar. 1873	1879	6	4
Cooke, Mrs. M. D.—Music Sup.	1867	1871		
	1872	1873	5	
Corbin, Jennie S.	1877	1900		
	1901		33	
Corbin, Mabel L.	1895	1899	4	
Cotes, Carrie E.	1877	1882		
	Oct. 1882	Mar. 1883	5	5
Craven, Kate E.	1867	1868	1	
Crocker, Miss O. V.	1863	Nov. 1863		3
Curtis, Edward H.	1863	1864	1	
Davis, Ellen	1890		21	
Davis, Inez G.	1878	1881	3	
Davis, Teressa	1904	1910	6	
DeLong, A. N.—H. S.	1902	1905	3	
Dewhirst, J. M.—H. S.	1907		4	
Deiterich, Helen F.	1869	1870	1	
Doll, Harriet L.	1873	1900	27	
Dunn, Emma—H. S.	Jan. 1875	1880	5	5
Eastes, Carrie A.	1893	1911	18	
Eduard, Carl	1870	1875	5	
Edwards, Flora A.	Jan. 1872	1872		6
Emrich, Lillian M.	1893	1904	11	
Ericson, Josephine	1895		16	
Everest, Mary	1861	1870		
	1871	Dec. 1872	10	5
Farnham, Jerusha B.	1864	1865	1	
Farnham, Martha	1870	1871	1	

	Term Begun	Term Ended	Years	Mos.
Felch, R. P.—H. S.	1897	1901	4	
Ferris, Etolia M.	1906	1909	3	
Ferris, Mary E.	1863	Nov. 1863		3
Field, Emma	1861	1863	2	
Finch, Ermina	1861	1869	8	
Fleharty, Grace M.	1905		6	
Foland, R. R.—H. S.	1907	1908	1	
Folger, Sarah B.	1892	Jan. 1903	10	5
Foote, Minnie A.	1877	Nov. 1880	3	3
Freer, Elizabeth I.	1897	1903	6	
Frost, Sarah G.	1879	1882		
	Nov. 1882	1884	4	7
Fuller, Emily L.	1895		16	
Fuller, Emma A.	1897	1902		
	1903	1904	6	
Fuller, Eugenie—H. S.	1879	1886	7	
Gardner, Abbie	Apr. 1910		1	2
Gaumer, Mildred	1910		1	
George, Mrs. Adda G.—H. S.	1905	1909	4	
Gettemy, Mrs. M. E.—H. S.	1875	1876		
	1895	1901	7	
Gilbert, Ella P.	1899	1910	11	
Glenn, Ida—Drawing Sup.	1907		4	
Goldquist, Lottie	Apr. 1875		36	2
Goldsmith, Helen Grace	Jan. 1888		23	5
Goldsmith, Mary I.	1862	Dec. 1862		4
Golliday, Theo.—H. S.	1909		2	
Goodsill, A. Claire—H. S.	1906		5	
Greenwood, E. May	1870	1871	1	
Gross, Mrs.	1861	1862	1	
Grubb, Mary B.—Drawing Sup.	1901	1902	1	
Gumbiner, Sadie	1905		6	
Hague, Frances M.	1878		33	
Haigh, Emma	Oct. 1877	1878		8
Hammond, Ella May	Apr. 1889		22	2
Hammond, H. Belle	Jan. 1896	1907	11	5
Hanson, Huldah	1910		1	
Harris, Nina A.	Jan. 1898	1902	4	5
Harshbarger, Alice	1898	1904	6	
Harvey, Gertrude—H. S.	1896	1897	1	
Hasbrook, Mrs. Sarah A.	1872	1879	7	
Hathaway, Ann E.	1872	1873	1	

	Term Begun	Term Ended	Years	Mos.
Haven, Ella C.	1876	Dec. 1876		4
Hayes, H. E.—H. S.	Jan. 1867	1868	1	6
Hayes, L. Y.	1865	Nov. 1865		3
Heath, Lena M.	Mar. 1890	Feb. 1905	15	
Hebbard, Helen	1870	Dec. 1870		4
Hedberg, Fannie E.	Jan. 1890		21	5
Henry, M. Bess—H. S.	Jan. 1907		4	5
Henshaw, Nettie L.	1861	1870	9	
Hewey, G. W.—H. S.	1910		1	
Hibbard, Iris	1909	1910	1	
Hickok, Emma	Jan. 1890	1902	12	5
Hill, Edna B.	1905	1906	1	
Hill, Jennie	1877	1881	4	
Hinckley, Bessie L.	1899	1900	1	
Hoben, Rose M.	1901		10	
Hoffman, Frank S.—H. S.	Nov. 1870	1871		
	1872	Mar. 1873	1	5
Hogan, Annie S.	1905		6	
Hogan, Margaret G.	1907		4	
Hoisington, Carrie E.	Feb. 1884	1886	2	4
Hollingsworth, Lydia S.	1868	1871	3	
Hollis, Jennie F.	Dec. 1891	1896	4	6
Holmes, Blanche	1907		4	
Holmes, Lucy E.	Jan. 1873	1873		6
Horton, Clara O.	1879		32	
Hotaling, Nettie L.	1896	1904	8	
Housel, G. R.—Music Sup.	1888	1902	14	
Howard, Sarah A.	Jan. 1867	Apr. 1870	3	3
Hoyle, Mary E.	1867	1868	1	
Hummel, Adam A.—H. S.	1902	1905	3	
Hunt, Mary E.	Dec. 1880	1892	11	6
Hurd, Henry M.	Apr. 1865	1865		2
Hurlbut, Isabella	1866	1867	1	
Hurst, Harriet	1901	1902	1	
Irish, S. B.—H. S.	1910		1	
Irwin, Lucy A.	1870	1871	1	
Irwin, Sara J.	1871	Dec. 1871		4
Jacobson, James P.—H. S.	1909	1911	2	
Jelliff, Fred R.—H. S.	1879	1882	3	
Jempson, Lida	1890	Mar. 1892	1	7
Johnson, J. T.—H. S.	Jan. 1897	1902	5	5
Kelly, Carrie M.	1899	1903	4	

	Term Begun	Term Ended	Years	Mos.
King, Mabel	1896	1897	1	
Kingsbury, Miss	1861	1862	1	
Knight, Edith L.	1904		7	
Knight, Mamie	Jan. 1890	1890		5
Knowles, Mary	1873	1878	5	
Kobel, Estella	1900	1905	5	
Lanphear, Lillian	1903	1907	4	
Lanphere, Sabrina	1861	1862	1	
Lapham, Gail H.—H. S.	1903		8	
Lass, Edith	Jan. 1908	1909	1	5
Lathrop, Delia	1904		7	
Lawrence, Annie	1881	1883	2	
Leach, Miss E. F.	1863	1864	1	
Lecompte, Miss A. M.	1869	1871	2	
Lee, Mary A.	Jan. 1867	Apr. 1867		
	Jan. 1868	1871	4	
Lee, Sarah C.	1862	1868	6	
Lemon, Mrs. S. R.	Nov. 1886	1890	3	7
Lescher, Gertrude	1910	Dec. 1910		4
Lind, Johanna C.	1896	Dec. 1906	10	4
Lindquist, Lillian	1901		10	
Little, Josephine K.	Nov. 1873	Mar. 1874		5
Lockwood, Alice	1871	Mar. 1875	3	7
Lockwood, Emily E.	1867	1879	12	
Long, Jennie A.	1888		23	
Long, Robert E.—H. S.	Jan. 1909	1910	1	5
Longenecker, Ida	1876	1879	3	
Love, Louisa J.	1866	1870	4	
Lowry, Anna	1877	1882		
	Jan. 1883	1884	6	5
Lundgren, Tillie	Nov. 1890	1893		
	Jan. 1894	1897	6	3
McCall, Ida M.—H. S.	1880	1887	7	
McCollum, Emma J.	1890	1905	15	
Maclay, Lizzie J.	1870	1873	3	
Maclay, Martha P.	1870	Mar. 1880	9	7
Maclay, Nora	1872	1877		
	Apr. 1879	Feb. 1884	9	8
McLernon, Bernadine	1909		2	
McMillen, Jennie	1861	1863	2	
Main, Frances M.	1904	1911	7	
Maley, Mary E.	1901		10	

	Term Begun	Term Ended	Years	Mos.
Mann, Helen	1910		1	
Manville, Mrs.	May 1866	1866		2
Mariner, Ada	Jan. 1886	1886		5
Marshall, Emily C.	1899	1901	2	
Mason, S. Amanda	1873	1877	4	
Mathis, Soflena E.—Phys. Dir.	1905		6	
Mawhorter, W. R.—H. S.	1907	1910	3	
Mead, Jessie	1883	Dec. 1883		4
Meeker, Rilla C.—H. S.	1893	1898	5	
Mendenhall, Hattie E.	1866	Dec. 1866		4
Miller, Fannie J.	1884	1887	3	
Miller, Fred A.—H. S.	1898	1900	2	
Miller, Maggie S.	1883	1888	5	
Miller, Margaret	1899	1900	1	
Miller, Sarah E.	Jan. 1870	1877	7	6
Mitchell, Alice	1908		3	
Mitchell, Mrs.	Oct. 1866	Nov. 1866		1
Mitchem, Elizabeth	Nov. 1866	Dec. 1866		2
Morton, Cornelia	Jan. 1868	1868		5
Muir, Ella	1901	1904	3	
Mullen, Margaret	1885	Sep. 1890	5	1
Munson, Dorothy T.	1904		7	
Nash, Ruth	1902	1903	1	
Nelson, Marian	1875		36	
Nelson, Mattie A.	Jan. 1911			5
Nelson, Retta	Oct. 1906	1907		8
Newcomb, Mary	Nov. 1876	1878	1	7
Newell, Lottie I.	1870	1877		
	Apr. 1879	1880		
	Jan. 1884	1888	14	3
Norton, Anne L.	1900	1907	7	
Norton, Eugenia	Jan. 1872	Dec. 1889	18	1
Noyes, Charlotte M.	Apr. 1871	1877	6	2
Nystrom, Verna	1907	1909	2	
O'Brien, Myra	1901	1904	3	
Olson, Irene	1906	1907	1	
Owens, Theo.	1868	1870	2	
Packard, Cora M.	Oct. 1891	1893	1	8
Page, Mary—H. S.	Oct. 1905		5	8
Parker, Carrie A.	1881	1884	3	
Parker, Isah T.	1877	Dec. 1881	4	4
Patch, Myra H.	1890		21	

	Term Begun	Term Ended	Years	Mos.
Perkins, Mrs. E. C.	Oct. 1867	Mar. 1868		6
Perrigo, Horace	Nov. 1870	Apr. 1871		6
Perry, A. J.	Jan. 1873	1873		6
Peterson, Ada	1887		24	
Peterson, Eda C.	1888	1893	5	
Peterson, Lola E.	1906	1911	5	
Peterson, Selma	Jan. 1903	1903		5
Peterson, Willma	1908		3	
Pettee, Lucia L.	1871		40	
Pettee, Sara E.	Jan. 1870	1887	17	6
Phillips, Maggie	Jan. 1890	1909	19	5
Phillips, W. A.	Nov. 1895	Apr. 1896		4
Pike, Fannie E.	1870	Dec. 1870		4
Pine, Ethlyn	1904	1905	1	
Platt, May F.	1899	1903	4	
Poole, Emma L.	Jan. 1867	1870	3	5
Potter, Alice S.	1884	1890	6	
Potter, Harriet J.	Jan. 1890	1893		
	Jan. 1894	1897	7	1
Powell, Annie	Apr. 1880	1880		2
Prall, Walter—H. S.	1901	Oct. 1906	5	2
Preston, Nannine W.	1899		12	
Pryne, Josie M.	1875	Mar. 1879	3	7
Puffer, H. E.	1903	1904	1	
Ragon, Nellie	1909	1911	2	
Ratcliffe, Belle—H. S.	Jan. 1905	Dec. 1906	2	
Rawalt, L. Maude	Jan. 1898	1906	8	5
Rawles, Blanche	1910		1	
Ray, Jessie F.—H. S.	1900		11	
Read, May A.—H. S.	Jan. 1901		10	5
Rearick, Marie O.	1907	1909	2	
Reigle, Mabel—H. S.	Jan. 1907	1910		
	Jan. 1911		4	1
Reynolds, Ellen T.	Jan. 1890	Dec. 1890	1	
Rhodes, Mrs. Clara G.—H. S.	1903		8	
Richey, Frances—H. S.	1910		1	
Richey, Mary Olive—H. S.	1897	1910	13	
Risley, Inez M.	1895		16	
Ritchie, R. R.—H. S.	1908	1909	1	
Roberts, A. C.—H. S.	1895		16	
Roberts, H. L.—H. S.	1906	1907	1	
Root, Augusta E.	1894	1895	1	

	Term Begun	Term Ended	Years	Mos.
Rose, Helen E.	1895	1909	14	
Runkle, Louise	1903	1910	7	
Ryan, Annie M.	Oct. 1873	Apr. 1878	4	8
Ryan, Lizzie M.	1880	1886	6	
Schryver, Annie A.	1877	1883	6	
Scudder, Ella M.	1889	1895	6	
Sensiba, Georgia	1886	1898	12	
Shannon, Maud M.	1899	1901	2	
Shedd, Mary E.	1887	1889	2	
Shields, Sara	Jan. 1867	1869	2	6
Shove, Louise A.	1862	Apr. 1865	2	8
Shugart, Jennie M.	1882	Oct. 1882		
	1883	Dec. 1887	4	5
Sidell, R. R.—H. S.	1909	1910	1	
Sisson, Anna M.—H. S.	1895	1910	15	
Sisson, Dora E.—H. S.	1887	1888		
	Jan. 1891	1893	3	5
Sisson, Frances O.	Jan. 1891	1891		5
Sisson, Margaret M.	1893	1897	4	
Skinner, Fannie A.	1877	1879	2	
Slack, Noma	1909		2	
Slater, Amanda M.	Feb. 1864	1869	5	5
Slater, Annie E.	Nov. 1867	Apr. 1869	1	6
Slattery, Lizzie	1887	1899	12	
Slattery, Margaret	Feb. 1911			4
Smiley, Elizabeth K.—H. S.	1909		2	
Smith, Miss A. E.—H. S.	1861	1863	2	
Smith, Georgia A.	1887	1906	19	
Smith, Grace B.	1900	1908	8	
Smith, Laura L.	1898	1910	12	
Smith, Lillie R.	1882	Dec. 1882		
	Apr. 1883	1884		
	1885	1887	3	6
Smith, Minnie L.—H. S.	1888		23	
Somers, Anna M.	1886	1895	9	
Somers, Annie	1884	1885	1	
Spandau, H. M.—H. S.	1910	1911	1	
Speed, Frances E.	1893	1905	12	
Spinner, Delia—H. S.	Jan. 1911			5
Stanley, Anna G.	Jan. 1870	1870		
	1871	1872		
	Jan. 1873	Mar. 1873	1	8

	Term Begun	Term Ended	Years	Mos.
Steele, Eliza L.	1884	Dec. 1885	1	4
Steele, Nellie	1880	1881	1	
Stevens, Mabel	1896	Jan. 1899	2	5
Stevens, Mary J.	1907	1909		
	Jan. 1910	Dec. 1910	3	
Stevens, Mary M.	Jan. 1877	1877		
	1879	1884	5	5
Stevens, Salome E.	May 1868	1868		2
Stevenson, Ada	1862	Dec. 1862		4
Stevenson, May	1901	Dec. 1902	1	4
Stewart, Charles S.—H. S.	1901	1902	1	
Stilson, Marian	1881	1886	5	
Stocking, Sarah L.—H. S.	1865	Apr. 1867	1	8
Stone, Cora F.—H. S.	1888		23	
Stone, Harriet E.	1901	1904	3	
Stone, Martha	1894	1899	5	
Stromsted, Florence	1904	1905	1	
Strong, J. A.—H. S.	1904	1906	2	
Strong, J. Glaze—Music Sup.	1902		9	
Strong, M. Jane	1861	1866	5	
Sullivan, Katherine C.	1899	1908	9	
Sutherland, Harriet A.	1909		2	
Swag, Mrs. Lynn R.	1904		7	
Swanson, Nellie	1899		12	
Switzer, Elizabeth	1894	1899	5	
Talent, Patrick	1873	1874	1	
Taylor, F. Lilian	1878		33	
Taylor, Vernon, M.	1909	1910	1	
Tenney, C. Maud—H. S.	1873	1874	1	
Thiele, Virginia M.	1906	Nov. 1907	1	3
Thomas, Kate	1897	1903	6	
Thomson, Presson W.—H. S.	1897	1902	5	5
Tilden, Miss A. E.	1861	1862	1	
Tilden, Alice Jeanette	1895	1901	6	
Touton, Frank C.—H. S.	1902	1904	2	
Townsend, Lora—H. S.	Jan. 1900	1903	3	5
Tryner, Edith	1904		7	
Tubbs, Elvira F.	1882	1890	8	
Turney, Antoinette	1906	1909	3	
Van Clute, Jessie	1902	1904	2	

	Term Begun	Term Ended	Years	Mos.
Voris, Virginia	1883	Dec. 1883		4
Walker, Jean	Apr. 1910	1910		2
Walker, Pearl A.—H. S.	1908	Dec. 1908		4
Ward, Flora A.	Apr. 1880	1883		
	1884		30	3
Wenquist, Judith	1899	1906	7	
West, Mary Allen	1861	1865		
	1866	1869		
	1870	Oct. 1870	7	2
Weston, Mary E.	1870	Feb. 1872	1	6
Wheelock, Dorcas.	1874	1875	1	
White, Edna L.	1905	Jan. 1911	5	5
White, Julia A.	Jan. 1870	1870		6
White, Ruby M.	1910	1911	1	
Wilbur, Annie L.	Jan. 1890		21	5
Wilbur, Ida, E.	1877		34	
Wilcox, Ada	1867	Jan. 1869		
	1869	1871	3	5
Willard, M. Cordelia	1906	1907	1	
Willcox, Elizabeth	1895	1897	2	
Williams, C. A.	Feb. 1866	Mar. 1866		2
Williams, May T.	Jan. 1890	1896		
	1897	1906	15	5
Williamson, Warren—H. S.	Jan. 1908	1909	1	5
Willis, Arthur W.—H. S.	1906	1909	3	
Winter, Marian	1877	1880	3	
Woodward, Annie L.	1867	1868	1	
Woolsey, Robert C.—H. S.	1908	Dec. 1908		4
Wright, Fannie	1879	1881	2	
Wright, Laura	1874	1877	3	
Yager, Elizabeth	1896	1901	5	
Yager, Isadore	1891	1896	5	
Zetterberg, Arvid P.—H. S.	1905	1910	5	
Zetterberg, Louise	1897	1905	8	
Zimmerman, Martha	Nov. 1863	1864		8

HITCHCOCK SCHOOL

Location, corner of Cherry and Selden Streets. A nine-room building, with Office. Four rooms built in 1875. Remodeled and enlarged in 1893. Cost of plant, $36,141.

HIGH SCHOOL ALUMNI.

Of the 2,104 persons who graduated in the fifty years 681 were boys and 1,423 girls. They were distributed among the decades as follows: in the first decade, 25 graduates, 6 boys and 19 girls; in the second, 86 graduates, 22 boys and 64 girls; in the third, 226 graduates, 57 boys and 169 girls; in the fourth, 635 graduates, 211 boys and 424 girls; in the fifth, 1,132 graduates, 385 boys and 747 girls. Of these 2,104 graduates 811, or more than 38 per cent, continued their education in higher institutions of learning—college, university or technical school.

It is a matter of importance as well as of interest to know in what lines of activity these graduates of the High School are already engaged. The following classification may be considered as reasonably correct: 501 home-makers, 220 in mercantile business, 194 office employes, 184 now teaching, 69 farmers, 59 in railroad service, 41 in mechanical trades, 31 nurses, 30 mechanical and civil engineers, 26 in government service, 21 physicians, 17 artists, 12 ministers, 9 day-laborers and 8 lawyers.

The work of gathering this information and preparing it for publication was done by the Gregg Shorthand Club under the direction of Miss Nellie C. Collins, head of the Department of Shorthand and Typewriting. It is a fine illustration of the spirit that characterizes the school and the many organizations found in it. They do things—not for personal honor or profit but for the good of the school. This same organization published a history of the High School in 1907 in which appeared a directory of the Alumni by classes. These pages contain illuminating information on a question about which little is known, "what becomes of the High School graduate?" The writer himself could not have prepared this chapter, and he wishes to express his appreciation for the services thus rendered by Miss Collins and the Gregg Shorthand Club.

NOTE—When the pupil has attended some higher or technical institution, the name of that institution is added in brackets, [ ].

Abernethy, George Earle, '02.....Farmer, Galesburg
Abrahamson, Charles, '08.....Clerk, S. H. Olson, Galesburg
Abrahamson, Sophia C., '06.....Bookkeeper, Sinclair Bros., Galesburg
Adams, E. Q., '69, [Knox].....Wholesale saddlery, Galesburg
Adams, Helen, '07, [Knox, Smith].....Galesburg
Adams, Isla Scienda, '11, [Lombard].....Galesburg
Adams, Kate A., '77, (Wallace Johnson).....Galesburg
Adams, Marie, '10, [Knox Conservatory].....Galesburg
Adams, R. Edward, '09, [Knox].....Galesburg
Ahlenius, Bertha O., '91, [Bradley].Teacher, Domestic Arts, Galesburg
Ahlenius, H. O., '94, Trav. salesman, Marshall Field & Co.,Columbus, O.
Ahlenius, Rudolph O., '91.....Grocer, Galesburg
Akeyson, Edward, '92....Manager, S. & S. Packing Co., Lincoln, Neb.
Akeyson, Lillian Ann, '11, (Harry Cater).....Galesburg
Akeyson, Vera Cordelia, '10, [Augustana].....Rock Island, Ill.
Albert, Grace,'08, [Train'g School],Teacher, Lincoln School, Galesburg
Albert, Minnie J., '80, (Blount).....Died, 1910
Aldrich, Alice, '98, [Colo. St. Nor.]....Kind. teacher, Grand Jct., Colo
Aldrich, Clarence C., '99.....Ranchman, Meeker, Colo.
Aldrich, Elmer, '03.....Surveyor, Riverside, Cal.
Aldrich, Harry G., '04, [Knox, U. of Ill.].....Galesburg
Aldrich, Julia, '97, (J. S. Wilson).....Thornburg, Colo.
Aldrich, Karl J., '06, [Knox].....Rancher, Stoutsville, Mo.
Aldrich, Lloyd, '04, [U. of Ill.].....Los Angeles, Cal.
Aldrich, Ralph R., '99.....Ranchman, Craig, Colo.
Alexander, Cornelia Helen M., '11, [Brown's].....Galesburg
Alexander, Kelly L., '01.....Music teacher, Columbia, Mo.
Allen, Belle W., '81, (First colored graduate).....Died, 1889
Allen, Bessie, '99.....Missionary teacher, Teheran, Persia
Allen, Blanche, '00, (Hutchinson).....Died, 1905
Allen, Daniel E., '87.....Mgr. Art Store, Galesburg
Allen, Eva, '93, (Hughes), [Brown's].....Peoria, Ill.
Allen, Grace F., '00, (Weaver), [Knox Conservatory].....Galesburg
Allen, Jennie L., '84, [Baptist Missionary Training].....Chicago
Allen, Nellie M., '83, (Rev. Anton Sengsen).....Providence, R. I.
Allen, Sheldon R., '02, [Knox, U. of Ill.].....Teacher, Cairo, Ill.
Allensworth, Leslie, '07, [Knox].....Artificial Ice Co., Galesburg
Allensworth, Lester, '11.....Blacksmith, "Q," Galesburg
Allensworth, Myrtle R., '03, [Knox].....Galesburg
Allensworth, Rolland, '05,....Bookkeeper, Artificial Ice Co., Galesburg
Almquist, Alice L. M., '11...Bookkeeper, J. A. Oberg & Son, Galesburg
Almquist, Hazel, '10.....Stenographer, Evening Mail, Galesburg
Alters, Goldie, '06, (Otis Weir).....Farm, Galesburg
Anderberg, Amanda H., '00, (Collins).....Marseilles, Ill.
Anders, Laila Harriette, '10, [Brown's], Sten. Illinois Hotel, Galesburg
Anders, Paul R., '11, [Post Graduate].....Oregon, Ill.
Anderson, Amy, '05, [Knox, T. S.], Teacher, Farn. School, Galesburg
Anderson, Blanch P., '09.
Anderson, Burt,'03, [U. of Ill.], Elec. Eng.,A. T. & S. F.,Barstow, Cal.
Anderson, C. A.,'99, [Brown's],Timekeeper, Supt. office, "Q," Galesburg

Anderson, Carl Edgar, '11.....Touring Sweden, Galesburg
Anderson, Clara, '98.....Died, 1904
Anderson, Clark L., '10, [Brown's].....F. & M. Bank, Galesburg
Anderson, Edna, '01, (Freeman).....Chicago, Ill.
Anderson, Edwin, '99.
Anderson, Ella, '02.....Clerk, Kellogg, Drake & Co., Galesburg
Anderson, Elwyn, '06.....Rancher, Nonneta, Wyoming
Anderson, Florence, '05, [U. of Ill.].....Urbana, Ill.
Anderson, Florence Elizabeth, '10.....Galesburg
Anderson, Frances Elizabeth, '10.....Galesburg
Anderson, Fred, '85.....Galesburg
Anderson, F. H., '83, [Knox], Bookkeeper, J. H. Nelson's, Galesburg
Anderson, Harry, '07.....Galesburg National Bank, Galesburg
Anderson, Howard F., '04, [U. of Ill.]...Lumber dealer, Clearfield, Ia.
Anderson, Irving,'03, [U. of Ill.], Civil Eng., A. T. & S. F., Galesburg
Anderson, Jennie, '96.....Clerk, Goldsmith & Temple, Galesburg
Anderson, Lilah Mildred, '98, (Jarl).....Chicago, Ill.
Anderson, Lillie Etty Florence, '09..Holmes Bros. laundry, Galesburg
Anderson, Marie, '05, [Brown's], Stenog., Gales. Union Tel., Galesburg
Anderson, Marie H., '11.....Visiting Hawaiian Islands, Galesburg
Anderson, Mary Olivia, '94, (J. B. Swinger).....Galesburg
Anderson, Mildred A., '03, (F. F. Freeman).....Chicago, Ill.
Anderson, Nancy, '07.....Galesburg
Anderson, Nellie, '85, (Frank).....Atherton, Ohio
Anderson, Rachel, '10,]Augustana[.....Moline, Ill.
Anderson, Rena, '98, (Sjodin).....Galesburg
Anderson, Robert M., '00.....R. R. office, Coffeyville, Kan.
Anderson, Theodore, '01.....Died, ——
Anderson, Tillie, '77.....Music teacher, Galesburg
Andrews, Amanda, '99, (P. A. Gray)...Graduate nurse, Pueblo, Colo.
Andrews, C. L.,'80, [U. of M.], Kohler & True Co., Boulder City, Colo.
Andrews, Kenneth L., '09, [Knox].....Galesburg
Andrews, Lora, '06, [Brown's]...Office, Rearick's Hdw. Co., Galesburg
Andrews, Mable, '07, (Schlichter).....Yale, Ia.
Andrews, Rollin Mac, '11, [Knox].....Galesburg
Andrews, Thirza, '93, (Bone).....Galesburg
Angier, R. N., '10, [Armour], Office, N. W. P. Union, Baltimore, Md.
Anthony, Hazel, '04.....Craik, Sask., Canada
Arkels, Charlotte, '05, (Milo Rawalt).....Canton, Ill.
Arkels, Etta, '84, (Lloyd).....Gibson, Ill.
Armstrong, Annie M., '78, [Knox], Principal Cooke School, Galesburg
Armstrong, Flora, '88, (Teasdale).....Oklahoma City, Okla.
Armstrong, Mary, '98, [Knox], Bookkeeper, S. H. Knox Co., Galesburg
Armstrong, Nellie C.,'93, [Kind. Nor.], Teacher,Wes.School, Galesburg
Armstrong, Nettie H., '81, [Knox]..Teacher, Cooke School, Galesburg
Armstrong, W. A., '84, [Knox], Cashier, P. T. & S. Bank, Galesburg
Arnold, Edward C., '89, Head Bookkeeper, Swift & Co., Omaha, Neb.
Arnold, Elizabeth, '99, (Lowman), [Knox].....Los Angeles, Cal.
Arnold, Florence, '08, (Ralph Mucer).....Sterling, Colo.
Arnold, Frances B., '90, (Woods), [Knox, Wellesley].....Galesburg
Arnold, Fred, '89, [Knox, Harvard].....Lawyer, Galesburg
Arnold, Harriett, '01, [Knox].....Galesburg
Arnold, Henry, '85, [Knox].....Real estate agent, Galesburg

Arnold, Lettie, '79, (McGaan).....Altona, Ill.
Arnold, L., '93, [Knox, Chicago Dental], Dentist, Salt Lake City, Utah
Arnold, Martha, '95, [Lombard].....Died, 1911
Arnold, Pauline Esther, '11, [Knox].....Galesburg
Asher, Milton C., '06.....General Office, "Q," Chicago, Ill.
Asher, Robert E., '02.....Bookkeeper, Peoria, Ill.
Astle, Joseph M., '00.....Hardin, Mont.
Atwood, Clarissa, '02, [Knox], Teacher, High School, Princeton, Ill.
Augerson, Hazel Aurora, '10.....Galesburg
Avery, Estelle, '05, (Wm. Lampe), [Knox].....Shelby, Iowa
Axen, Fred, '95....."Q." Offices, Chicago, Ill.
Ayres, Jas. B., '77, [Knox].....Missionary, Yamaguchi, Japan
Ayers, Jessie, '06, (Rex Colville).....Galesburg
Babcock, Josiah, Jr., '06, [Knox, Yale].....New Haven, Conn.
Babcock, Lulu, '91, (Rich), [Knox].....Galesburg
Babcock, Nora E., '77, (Kurtz).....Died, 1910
Backman, Carl, '04, [Augustana].....Galesburg
Backman, Lillian, '00, [Knox, T. S.], Teacher H'cock School, Galesburg
Backman, Olga, '06.....Milliner, Highlander, Faulks & Co., Galesburg
Bade, Doretta, '00.....Galesburg
Bair, Mattie, '01, (Adams).....Monmouth, Ill.
Baird, Edith L., '03, [Knox Conservatory].....Oklahoma City, Okla.
Baird, Ellen E., '03, (Ward).....Ames, Iowa
Baird, Floyd, '05.....Oklahoma City, Okla.
Baker, Ernest E., '80.....El Paso, Tex.
Baker, Stella, '05, [Training S.], Teacher, Weston School, Galesburg
Baker, J. William, '08.....Adams Express Co., Chicago, Ill.
Baldwin, Pearl, '99, (Ray Hollingsworth).....Oak Park, Ill.
Ballou, P. F.'09, [Brown's], Stenographer, Med. Exam., "Q," Galesburg
Balz, Elsa, '05.....Clerk, N. P. Nelson Co., Galesburg
Balz, Herbert, '03.....Manager, Stationery Store, San Francisco, Cal.
Balz, Marie, '08.....Stenographer, Boss Mfg. Co., Galesburg
Balz, Pauline, '00, (West), [W. Ill. Normal, T. S.].....Cairo, Ill.
Bancroft, Sarah L., '66.....Los Angeles, Cal.
Barlow, Cosette, '07, (Curtis Dunn).....Galesburg
Barlow, Lawrence W., '01.....Frost Manufacturing Co., Galesburg
Barnard, Chas. K., '79.....Died, ——
Barnes, Florence A., '02.....Ft. Madison, Ia.
Barnes, Lynn, '00.....La Grange, Ill.
Barnett, Albert, '07, [Knox].....Farmer, Monmouth, Ill.
Barnett, Edna, '11, [Knox].....Galesburg
Barnett, Grace Irene, '09.....Teacher, Ponemah, Ill.
Barrer, Glen A., '08, [Knox].....Galesburg
Bartlett, J. D.,'97, [Lom'd, U. of C., Rush Med.], Physician, Galesburg
Bartlett, Wm. A., '01.....Real estate and lands, Galesburg
Barton, Maude B., '04, (J. L. Norton).....Chicago, Ill.
Bateman, Louise, '88.....Died, ——
Bateman, Mary, '88, (Arkles).....Bainsville, Ohio
Bates, Charles E., '09, [Knox].....Galesburg
Bates, Esther S., '11, [Knox].....Galesburg
Bates, Florence, '92.....Millinery business, Downer's Grove, Ill.
Bates, Floyd B., '09.....Teacher, Harper School, Maquon, Ill.
Bates, Myrle, '06, [Training S.], Teacher Weston School, Galesburg

Bates, Nealy Lynn, '97.....Rancher, Gulf Crest, Ala.
Battell, LeRoy, '99.....Engineer, C. B. & Q., Galesburg
Battell, Mabel A., '02, (Simpson), [Knox, T. S.].....Bliss, Idaho
Bauer, Clifford, '10.....Bookkeeper, Ranney Shoe Store, Galesburg
Baughman, Flora Adeline, '09, (Sheldon).....South Dakota
Bauman, Clara, '91, (Van Valer).....La Crosse, Wis.
Baxter, Helen Beatrice, '10.....Moline, Ill.
Beck, Wanda, '06.....Stenographer, Insane Asylum, Kankakee, Ill.
Beckman, Amy J., '10.....Galesburg
Beckman, Clarence, '08.....Auditor, People's Traction Co., Galesburg
Bedford, O. Clayton, '03, [U. of Michigan].....Minister, Allen, Mich.
Belcher, Roy S., '00, [Lombard].....Chemist, Aurora, Ill.
Bell, Cora, '00, (Phoenix).....Galesburg
Bell, Jennie, '07, (E. P. Skinner).....Galesburg
Bell, Walter, '97, [Knox].....Mason, Galesburg
Bellinger, Jessie, '00, (Smith).....Alexis, Ill.
Benedict, Arthur, '84.....Post Office, Chicago, Ill.
Benedict, Jennie, '80, (Logan).....Chicago, Ill.
Berggren, Earl, '00.....Dentist, Chicago, Ill.
Bergland, Alice, '85.....Teacher, Lincoln School, Galesburg
Bergland, Jennie,'80, (J. B. Slocum), [Knox, B. S. O.], Brooklyn, N. Y.
Bergland, Miriam, '89, (Johnson), [Knox Conservatory]...Galesburg
Bergland, Ruth, '07.....Teacher, Loomis, Neb.
Bergland, Selma, '81, (Hunter).....Moline, Ill.
Berquist, Estella M., '86, (Byram).....Died, 1909
Bertrand, Minnie, '91, (Evans).....Galesburg
Berry, Mattie, '94, (Ball), [Macon, Mo.].....Denver, Colo.
Berry, Cora, '00, (Squires).....Galesburg
Besse, Robert, '03.....Lyndon, Ill.
Bessell, Florence, '08, [Knox Conservatory].....Galesburg
Bibbins, Mae E., '04, [T. S.].....Teacher, Central School, Galesburg
Bibbins, Nellie, '07, [Knox Conservatory].....Galesburg
Billings, Eva M., '77, (Hanaford).....La Porte, Tex.
Bissell, Nellie, '76.....Died, ——
Blaine, Sara, '94, (Kalar), [T. S., Keok. Med.]..Phys., Bloomfield, Neb.
Blake, Mae L., '86, (Choose).....Peoria, Ill.
Blake, Sadie E., '80, (J. H. Coolidge).....Cleveland, Ohio
Blayney, Roy, '07, [Knox, Northwestern Dental].....Chicago, Ill.
Blessing, Caroline J., '98...Bookkeeper, Robson Mfg. Co., Galesburg
Blessing, Rosie, '01, (Anderson).....Galesburg
Blessing, W. A., '97, [Brown's]...Bookkeeper, "Q" offices, Aurora, Ill.
Blick, Bertha, '96, (Mowat), [Mrs. Parry's Vocal School]..Galesburg
Bliss, Artie, '80, (Dunn), [Kind. Normal, Knox Cons.].....Galesburg
Bliss, Henry, '05, [Oberlin].....Aluminum Co., East St. Louis, Mo.
Bliss, Margaret, '00.....Salem, Iowa
Bliss, Marion, '08, [Columbia School of Expression].....Galesburg
Bliss, Mary C., '04, [Knox Conservatory].....Salem, Iowa
Bliss, Ruth, '01.....Nurse, Kelso Sanitarium, Bloomington, Ill.
Bliss, Willard, '00.....Delaware, Iowa
Blodgett, Estella, '93, (Fred Dean), [Training School].....Galesburg
Blodgett, Thos., '95, [Knox]..Western Mgr. Outing Mag., Chicago, Ill.
Bloomquist, Guy, '07, [Northwestern Dental].....Dentist, Chicago, Ill.

Bloomquist, Herbert N., '04.....Office, city clerk, Galesburg
Bloomquist, Walter, '99.....Died, 1910
Blum, Edna, '00, (Selk).....Galesburg
Blum, Harry J., '97, [Brown's]..Storekeeper,, Mo. Pac., St. Louis, Mo.
Boden, Elvira Lulu, '98, (Hammond).....Wolcott, Ind.
Boden, Lizzie, '99.....Milliner, Sacramento, Cal.
Bonesteel, Edna, '04, (Vanscike)..Nurse, Cottage Hospital, Galesburg
Bonesteel, Lillian, '04.....Nurse, Cottage Hospital, Galesburg
Bonham, Jessie, '11, (Henry Young).....Galesburg
Bonham, Lloyd, '08, [Knox].....Bonham Shoe Store, Galesburg
Borg, Mary, '90.....Bookkeeper, Gas office, Galesburg
Boutelle, Addison J., '87, [Knox].....States' attorney, Galesburg
Boutelle, Carrie M., '82, [Knox, Kind. Normal]..Teacher, Omaha, Neb.
Boutelle, Will A., '90.....City treasurer, Galesburg
Bower, Verner, '03.....Farmer, High River, Alberta, Canada
Boyd, Jennie S., '86, (Beetham).....Nevada, Mo.
Boydston, Curtis, '03.....Cambridge, Ill.
Boydston, Everett, '01.....Denver, Colo.
Boyle, Minnie, '09.....California
Boyer, Abel, '04, [Knox].....Galesburg
Boyer, Zetta M., '04.....Teacher, Wichita, Kan.
Booz, Margaret, '05, (Fred Daniels).....Omaha, Neb.
Branham, Eva, '01, (Terry).....Galesburg
Bradbury, Daisy, '92, (Meadows).....Berwick, Ill.
Bradbury, Mae, '01, (Straub).....Galesburg
Bradbury, Walter B., '98.....Farmer, Cameron, Ill.
Bradshaw, Vera M., '98, (P. W. Thomson).....Los Angeles, Cal.
Brainard, Caroline, '96, [Kind., Bus. Coll.], Stenog., Kansas City, Mo.
Brainard, Ralph V., '06.....Traveling salesman, Oklahoma City, Okla.
Branham, Mazeppa, '94, (Frank Palmer).....Galesburg
Brechwald, Amelia B., '83, (Hartz).....Aurora, Ill.
Bridge, Arthur,'05, [Knox, Agr.], Mgr. Bridge's Farms, Fargo, N. D.
Bridge, E. R.,'02, [Knox, U. of Wis.], Teacher, Man. Train., Galesburg
Bridge, Glenn, '00, [Knox, U. of Ill.].....Died, 1905
Bridge, Irene, '08, [Knox].....Galesburg
Bridge, John, '91.....Express Messenger, C. B. & Q., Galesburg
Briggs, June Nellie, '10, [Normal].....Gibson City, Ill.
Briggs, Pearl Eurith, '10.....Dixon, Ill.
Brimhall, Amelia, '01, [Cumnock's].....Galesburg
Brintnell, Arthur, '94...Mgr. S. S. White Dental Mfg. Co., Chicago, Ill.
Bristol, Albert, '96.....Salesman, Swift & Co., Coffeyville, Kan.
Brockway, Marcia, '05, (J. P. Creen).....Galesburg
Bronson, Ada, '08, (John Fink).....Iowa City, Ia.
Bronson, Nellie,'06, [Knox, Brown's], Teacher, High School, Moline,Ill.
Brown, Carrie S., '98, (Jagger), [Cottage Hospital].....Denver, Colo.
Brown, Curtis, '99, [Knox], Bookkeeper, Gales. Nat. Bank, Galesburg
Brown, Edna, '01, (Foshay).....London Mills, Ill.
Brown, Edwin, '95.....Draftsman, Pine Bluffs, Ark.
Brown, Ella S., '77, (Scott).....Galesburg
Brown, Elizabeth, '05.....Teacher, Maquon, Ill.
Brown, Eva, '01, (Roberts).....Kewanee, Ill.
Brown, Wm. Fene, '65.....Died ——
Brown, George W., '65.....Died, 1905

Brown, Jennie, '06.....Teacher, County School, Galesburg
Brown, Lillie M., '04, (Boostrom).....Canton, Ill.
Brown, Hattie, '91, (Andrews).....Ft. Madison, Ia.
Brown, Marguerite.....Nurse, Cottage Hospital, Galesburg
Brown, Ray Matlock, '11, [Knox].....Galesburg
Brown, Robert, '09, [Brown's]...Stenog. Fruit Co., San Francisco, Cal.
Brown, Valasco, '01.....Deputy city clerk, Macomb, Ill.
Brown, Walter E., '10, [Brown's], Stenog., Coal mine, St. David, Ill.
Brooks, Harold, '06.....Mercedes, Tex.
Brooks, Hattie M., '90, (Hensel).....Galesburg
Brooks, Mamie, '91, (Fuller).....La Grange, Ill.
Brownson, Cleo May, '08.....Galesburg
Bruington, Earl V., '10.....Farmer, Coldbrook, Ill.
Bruington, Gilmer, '10.....Farmer, Coldbrook, Ill.
Brulin, Irene, '08, [Brown's].....Beaumont, Tex.
Bruner, Carrie, '90.....Died, ——
Bruner, Clarabelle, '08, (Wordengardener).....Monmouth, Ill.
Bruner, Maud, '92, (Edens), [Brown's].....Chicago, Ill.
Bryner, Pearl, '01.....Keithsburg, Ill.
Bryngelson, Brynolf, '10..Clerk, Steinfeldt's Jewelry Store, Galesburg
Bryngelson, Carl E., '11.....Wilbur, Lanphear & Co., Galesburg
Bryns, Albert E., '87, [Knox].
Bullock, Faye, '96, [Lombard], Adv. Mgr. Jos. Horne & Co., Pittsburgh
Burgess, Jessie W., '80, (Osborne).....Joplin, Mo.
Burke, Andy L., '01.....Musician, Fort Collins, Colo.
Burke, Aura Ella, '94.....Bookkeeper, Lass & Larson, Galesburg
Burke, Ralph T., '11.....Caller, C. B. &. Q., Galesburg
Burke, Irma Lillian, '10.....Cashier, O. T. Johnson Co., Galesburg
Burkhalter, Euphemia A., '03, (Baldwin).....Topeka, Kan.
Burkhalter, Nellie, '90, (W. A. Boutelle).....Galesburg
Burkhalter, Robert, '90.....Lawyer, Chicago, Ill
Burkhalter, Edna, '01, (Baltimore).....Nekoma, Ill.
Burkhalter, Savina C., '06, [Knox Conservatory].....Galesburg
Burkhalter, N. H. '11, Bookkeeper, Western Union Tel. Co., Galesburg
Burkhalter, Gertrude F.,'09, [Brown's], Stenographer, Los Angeles, Cal.
Burkhalter, Florence E., '09, [W. Ill. Normal].....Galesburg
Burnaugh, Juanita, '05, [Knox, T. S.], Teacher, Linc. School, Galesburg
Burneson, Eva, '99, (Reed).....California
Burnette, Bessie, '08, [U. of Iowa].....Iowa City, Ia.
Burns, Charles M., '08, [Knox].....Galesburg
Burns, George Maley, '09, [Knox].....Galesburg
Burtnett, Lillian G., '10.....Nurse, Proctor Hospital, Peoria, Ill.
Burtt, Norton J., '10, [U. of Notre Dame].....Notre Dame, Ind.
Burton, Clara, '06.
Burton, Irene M., '04, (Harry Palmer).....Los Angeles, Cal.
Burton, Margaret, '08, [Knox].....Galesburg
Burton, Nettie A., '80, (R. E. Worrell), [State Normal]..Bowen, Ill.
Butler, Julia, '10.....Galesburg
Butterfield, Fannie, '86, (A. J. Ream).....Galesburg
Butterfield, Josephine, '94, (J. F. Chaffee).....Council Bluffs, Ia.
Butterfield, Nellie C., '02, (Stevens).....Galesburg
Byram, Eleanor L., '03, (Wiley Massie).....Buda, Ill.
Byram, Grace, '95, [Brown's], Stenog, Adams Express Co., Galesburg

Byram, Hester, '89, (P. C. Tryner), [Kindergarten Normal], Galesburg
Byram, Joseph E., '87.....Mail clerk, Indianapolis, Ind.
Byram, Louise A., '81, (DeSpain).....Cottage Grove, Ore.
Byram, Zella M., '93, [Knox]..Teacher, High School, Ft. Madison, Ia.
Caldwell, Anthony J., '98.....Stock Ranch, Stoutsville, Mo.
Caldwell, W. Harley, '98.....Standard Oil Co., Galesburg
Callender, Blanche, '00.....Union news stand, Galesburg
Callender, Gladys M., '10, [St. Margaret's].....Galesburg
Callender, Ida, '06, (Hagen).....Mate Huala, Mexico
Callender, Lillian, '06.....Galesburg
Callender, Ruth Serena, '10, [St. Margaret's].....Galesburg
Callison, Fern, '04, (W. F. Miller).....Little Falls, Wash.
Calkins, Bertha, '00, (Dunbar).....Galesburg
Calkins, Ernest, '85, [Knox].....Advertiser, New York, N. Y.
Calkins, Fred, '92.....Baggage transfer, San Francisco, Cal.
Calkins, H. M., '94, [Knox, Minn. Bus.], Teacher, Silver City, N. M.
Calkins, Leah, '88, (Pearsoll), [Knox].....Elgin, Ill.
Calkins, Will, '90.....Advertiser, New York, N. Y.
Cameron, Margaret, '09, [St. Margaret's, Knox, St. Mary's], Galesburg
Campbell, Cora M., '04, Stenographer, Bartlett & Robbins, Galesburg
Campbell, Gladys McAlpine, '09, [Knox].....Galesburg
Campbell, Helen, '11, [Knox].....Galesburg
Campbell, Irene, '00, (Willis), [Knox Conservatory].....Seattle, Ill.
Campbell, Jessie E., '02, (Lawrence), [Brown's].....Galesburg
Campbell, Mary E., '64, (Riddle).....Guthrie, Ia.
Candee, Fannie, '67, (Gale), [Knox].....Died 1903
Candee, Jennie, '64, (Brush), [Knox].....Carbondale, Ill.
Canfield, Jesse Owen, '02.....Prop. of theatre, Washington, Ia.
Canfield, Louise M., '04, (Geo. Ehrenhart).....Abingdon, Ill.
Canfield, Ruth E., '10..Bookkeeper, Wenzlemann Mfg. Co., Galesburg
Carey, Frank, '96.....Prop. book store, Seattle, Wash.
Carey, Mary, '88, (Moore).....Benton Harbor, Mich.
Carey, Romulus, '00.....Real estate, Portland, Ore.
Carney, Eugenia, '05, [Knox].....Galesburg
Carney, Harold F., '06.....Working in orange orchard, Riverview, Cal.
Carney, Winifred J., '02, (Teeter), [Knox].....Chicago, Ill.
Carley, Amber, '09, [Knox].....Galesburg
Carlson, Anna A., '09, [Brown's], Stenographer, tie plant, Galesburg
Carlson, Edna O., '10.....Stenographer, B. E. McLaughlin, Galesburg
Carlson, Elsie, '07, [Brown's], Private secy, Mr. Scott, Chicago, Ill.
Carlson, Stella, '05, Stenographer, Galesburg National Bank, Galesburg
Carlton, Helen, '03.....Trained nurse, Denver, Colo.
Carrier, Edith Maud, '10.....Cameron, Ill.
Carter, Estella P., '98, Bookkeeper, Modern Woodmen, Denver, Colo.
Carter, Eva M., '03.....Dressmaker, Galesburg
Case, Mabel Esther, '02, (A. J. Martin).....Chicago, Ill.
Castle, Carroll, '91.....Dentist, California
Cederoth, Elvera, '10, [Brown's].....Galesburg
Castle, Cynthia, '00, (Shanley).....Galesburg
Chalmers, Mary E., '10.....Teacher, Kindergarten, Galesburg
Chalmers, John H., '02.....Mechanical Engineer, Grand Rapids, Mich.
Chalmers, Bessie, '96, (Neylon).....Galesburg
Chalmers, Thomas, '06.....Fireman, C. B. & Q., Galesburg

Chamberlain, Alice, '01.....Galesburg
Chamberlain, Ethel,'01,(Porter), [Lom., U. of C.], East Orange, N. J.
Chamberlain, Ruth, '04, [Lombard].....Mus. D., Lombard, Galesburg
Chambers, Pearl M., '03, (Adams).....Galesburg
Chandler, Henry G., '04, [U. of Ill.].....Merchant, Marshfield, Ind.
Charles, Mary Ellen, '64.....Topeka, Kan.
Charlson, Arthur J., '89....Carpet Dept., O. T. Johnson Co., Galesburg
Charlson, Jennie, '87.....Galesburg
Chapman, Harry K., '02.....Bookkeeper, Chicago
Chapin, Carrie L., '80, [Kind. Normal],..Teacher, Churchill, Galesburg
Chapin, Gertrude R., '80, (F. D. Thomson), [Knox]...Springfield, Ill.
Chase, Lorena, '06.....Died, 1906
Chase, Nina, '09.....Teacher, Blue Sky School, Maquon, Ill.
Chase, Nellie, '91.....Teacher, Galesburg
Chase, P. M., '02, [Knox, Dartmouth], Phys. & Surgeon, Galesburg
Chellburg, Minnie A., '00.....Farmers and Mechanics Bank, Galesburg
Childs, Erminie Dix, '94.....Died, 1897
Chinn, Bertha Temple, '00.....Galesburg
Chitty, Mattie L., '86, (Hollandsworth).....Canton, Ill.
Chittenden, Edgar, '05, Trav. salesman, National Biscuit Co., Galesburg
Christburg, Harriet D., '11, [Knox].....Galesburg
Christenson, Agnes, '07.....Stenographer, Dr. Matheny, Galesburg
Christenson, Edith N., '04, (Rodgers).....Hermon, Ill.
Christenson, Reuben, '10.....Bank of Galesburg, Galesburg
Christopher, Ethel, '95, (Jones), [Knox].....Chicago, Ill.
Church, Herbert, '05, [Knox].....Galesburg
Churchill, Nellie, '07, (Ramp).....Kansas City, Mo.
Clark, Chester M., '81, [Knox, Yale]...Cong. minister, Fairview, Kan.
Clark, Esther, '11, [Lombard].....Galesburg
Clark, Gladys, '08, (Clyde Waters).....Galesburg
Clark, Jennie E., '86, (Hunt).....Decatur, Mich.
Clark, P. Alice, '97, [Knox, St. Louis T. S.], Nurse, St. Louis, Mo.
Clarkson, Florence, '00, (R. E. Collins), [Knox].....Parnassus, Pa.
Clay, Alta B., '97, (Thomas).....Galesburg
Clay, Cora, '97, (Roxey).....Cameron, Ill.
Clendenin, Elizabeth, '98, (Osgood).....Fallow, Nevada
Clendenin, Helen, '98, (Bohannon), [Knox].....Alsas, Sask., Can.
Clendenin, Mabel, '01, [Knox].....New York, N. Y.
Clong, Blanch Irene, '09.....Clerk, "Q" lunch rooms, Aurora, Ill.
Coad, Oral S.,'04, [Knox, Columbia U.].....Teacher, Delaware, Ohio
Coates, Rheda E., '10, [St. Margaret's], Teacher, Kind., Galesburg
Cobb, Harry C., '99, [U. of C.], Adv. Dept., Motor Age Mag., Chicago
Cobb, Scott, '95, [U. of Ill.].....Died, 1904
Cochrun, Bessie, '95.....Galesburg
Cochrun, Helen B., '02, (Cunningham).....Omaha, Neb.
Cochrun, Florence Agnes, '09.....Milliner, Galesburg
Cochrun, Margaret, '99.....Office, stock yards, Galesburg
Cocklin, Karl, '01.....Iowa City, Ia.
Coe, Lulu, '96, (N. L. Ewing), [Knox Conservatory].....Galesburg
Coffman, Harry E., '01.....Died, 1910
Coffman, Kate, '03, (Richardson), [Knox].....Creston, Ia.
Coffman, Maud, '10, [Knox].....Galesburg
Coffman, Nina, '01, (Kiley).....Kansas City, Mo.

Cole, Elvina N., '04, [Bloomington School of Chiropody], Minneapolis
Cole, Orlinda D., '03, [Brown's], Nurse, Cottage Hospital, Galesburg
Collins, Effie, '92, (Musgrove), [Knox Conservatory], Wheaton, Ill.
Collins, Nellie C., '87, [Brown's, Gregg], Teacher, High, Galesburg
Colville, Anne, '95, (Wm. Anderson).....Galesburg
Colville, Helen E., '02, [T. S.].....Children's Librarian, Galesburg
Colville, John, '07, [U. of Ill.].....Galesburg
Colville, Margaret M., '83, (McCormick), [Knox], Great Falls, Mont.
Colville, Nita, '91, (N. C. Lescher), [Brown's].....Galesburg
Colville, Rex, '04.....Fireman, "Q," Galesburg
Comstock, Carrie, 84, [School of Art and Design], Los Angeles, Cal.
Conant, Nina L., '03, (Rose).....Atchison, Kan.
Conard, Mary Esther, '02.....Galesburg
Condon, Anna Louise, '10.....Clerk, S. H. Knox Co., Galesburg
Condon, Florence J., '04.....Pasadena, Cal.
Cone, Clara, '93.....Winfield, Kan.
Cone, Mark, '92.....Farmer, Surrey, Ill.
Conger, Delia, '02, [Wellesley, Lombard], Teacher, Franklin, Mass.
Conger, Ethelyn, '05, [Lombard]..Studying music, Framingham, Mass.
Conger, G. P., '97, [Lombard, Hannaman Med.], Specialist, Oak Park
Conser, William, '03.....Fruit grower, Riverside, Cal.
Converse, Myrtle, '95, (Widney).....Pasadena, Cal.
Cook, Bernice E., '09.....Teacher, Hope School, Victoria, Ill.
Cook, Frances E., '93, (Post).....Detroit, Mich.
Cook, Grace, '95, (Smith), [Knox].....Oak Park, Ill.
Cook, Kate, '08.....Boss Mfg. Co., Galesburg
Cook, Mabel Hortense, '11.....Victoria, Ill.
Cooke, Florence A., '93, (Moerhoute)..Teacher of music, Chicago, Ill.
Coolidge, Adelaide, '03, (Felt).....Galesburg
Coolidge, E. D., '98, [Knox, Chicago Dental].....Dentist, Chicago, Ill.
Coolidge, Edna, '02, (Rice).....Williamsfield, Ill.
Coolidge, Josephine, '96, (Moreland), [Knox, Lombard]....Galesburg
Coolidge, Nellie, '92, [Chic. School Mass, and Ther. Gym.] Galesburg
Coolidge, Walter, '92, [Knox], Professor, Shurtleff College, Alton, Ill.
Cooper, Edith Minerva, '11.....Monmouth, Ill.
Cooper, Mae G., '98, (St. John), [Knox].....Chicago, Ill.
Copeley, Mary E., '76.....Died, 1882
Corbin, Bert, '85.....Wholesale lumber dealer, St. Louis, Mo.
Coulson, Elma Marie, '97, (Bramhall).
Courtright, Gertie, '91, (Hedenburg).....East Galesburg
Cowan, Mary, '05.....Died, 1911
Cox, Cella, '07.....Galesburg
Cox, Ethel W., '98, (Butcher).....Rio, Ill.
Cox, Gladys, '10, [Lombard].....Teacher, N. Henderson, Galesburg
Crandell, Susie Enid, '09, [Knox].....Galesburg
Cratty, Stella, '01.....Teacher, Oneida, Ill.
Cravens, Mabel, '08.....Alpha, Ill.
Cravens, Vallah A., '09, (James Davis).....Galesburg
Craver, Lucy, '00, (Robinson).....Galesburg
Craw, Irma McChesney, '11, [Knox].....Galesburg
Crawford, Agnes J., '03, (Lambert).....Weathersfield, Ill.
Crawford, Mary, '00, (Monroe), [Knox].....Rushville, Ill.
Creen, John P, '02.....Clerk, post office, Galesburg

Crocker, Leslie J., '97, [Brown's].....Farmer, N. Dakota
Culver, Blanche, '01, (Stratton).....Mason City, Ia.
Culver, Cora, '97, (Fulton), [Knox, Kind. Normal]....Wichita, Kan.
Culver, Richard J., '01.....Los Angeles Herald, Los Angeles, Cal.
Cummins, Lydia, '93.....Galesburg
Cunningham, Ora Sorelda.....Mgr., Boyer Broom Co., Galesburg
Curran, Jennie, '92, (Everson).....Omaha, Neb.
Dahleen, Amy V., '03, (Billings).....Galesburg
Dalberg, Emil, '11, [Augustana].....Rock Island, Ill.
Dallach, Alex C., '97, [Brown's].....Mayor, Wenatchee, Wash.
Dallach, Carl, '08, [Brown's]..Private Secretary, Supt. "Q," Galesburg
Dallach, Elsie, '01, (Geo. Cowan).....Galesburg
Dallach, Gertrude, '10, [Knox].....Galesburg
Dallach, W. A., '06.....Draftsman, McCook Mfg. Co., Chicago, Ill.
Danielson, Edna, '07, (Bronley).....Kansas City, Mo.
Danielson, Mary, '00, (Meadows).....Galesburg
Danielson, Selma, '01, (Swan Palm), [Cottage Hospital]....Galesburg
Darst, James M., '02, [Rose Polytechnic].....Terre Haute, Ind.
Darst, Margaret, '07, [Drake University].....Des Moines, Ia.
Darst, Wilmer M., '01.....Farmer, Ferris, Ill.
Daugherty, Edwin, '03.....Fruit grower, Riverside, Cal.
David, Dora, '99, (Vitatoe).....Peoria, Ill.
David, Jesse M., '02.....Lawyer, Peoria, Ill.
Davidson, Belle, '95.....Tailor, Rock Island, Ill.
Davidson, Elsie, '96, [Brown's], Private Secy, Rand-McNally, Chicago
Davidson, Emma Florence, '06.....Farm, Cameron, Ill.
Davidson, Genevieve, '05, (Bruce Willis).....Galesburg
Davidson, Grace, '99.....Milliner, Galesburg
Davidson, Sam, '98.....Carpenter, Galesburg
Davis, Alta, '91, (B. W. Seymour).....Chicago, Ill.
Davis, Ellen, '85, [Knox].....Prin., Douglas School, Galesburg
Davis, Gairoe Viola, '09, (Mead).....North Henderson, Ill.
Davis, Grace Ruth, '11.....Galesburg
Davis, Kate, '89, [Knox, U. of Chicago]....Teacher, Madison, S. Dak.
Davis, Loyal E., '11, [Post Graduate].....Galesburg
Davis, Mary J., '63, (J. T. McKnight), [Knox].....Galesburg
Davis, Rena, '91, (Wasson).....Galesburg
Davis, Theressa J., '02, (Robinson).....Chicago, Ill.
Day, Bessie M. E., '09.....Chicago, Ill.
Daymude, Orville Marie, '11.....Teacher, Monmouth, Ill.
Deatherage, Ethel, '03.....Rio, Ill.
Deatherage, Roxy, '05.....Rio, Ill.
Deets, Gladys Belle, '11, [Knox].....Galesburg
Deets, Harold B., '09, [U. of Ill.].....Galesburg
De Forrest, Martha Loraine, '00, (Campbell).....Atlanta, Kan.
DeJerald, Aurilley, '86.....Died, ——
Delbridge, Garnet, '00, (Underhill).....Kewanee, Ill.
Denison, Grace, '07.....Miller City, Idaho
Dennis, Catherine H., '03, [Brown's]..Sten., Treas. Dept., Washington
Dennis, Laura Mina, '97, (Summers).....Hope, Kan.
Denny, Lorretta, '01, (Birch).....Galesburg
Denny, William F., '01.....Lawyer, Chicago, Ill.
DePue, Edith, '07.....Stenographer, A. J. Boutelle, Galesburg

Derby, Mary L., '93.....Inglewood, Cal.
Derry, Roy E., '11.....Wagoner Printing Co., Galesburg
DeVoss, Frank M., '04.....Farmer, Cameron, Ill.
Dewey, Winnie, '91, (Short).....Council Bluffs, Ia.
Dick, Walter H., '98.....Plumber, Galveston, Tex.
Dickerson, Ruth B., '11.....Stenographer, Physician's office, Galesburg
Dickson, Edna H., '98, (Alexander), [Brown's].....Lowry, Wis.
Dickson, Guy B., '81, [Rush Medical].....Physician, Chicago, Ill.
Dickson, Mabel, '95, (Butterwick).....Galesburg
Doll, Harriet L., '73.....Galesburg
Dolbin, Myrtle M., '02, (A. E. Hinckley).....Galesburg
Donnelly, Anna, '01.....Stenographer, Galesburg
Donnelly, Nellie, '08.....Stenog., Chicago Motor Co., Chicago, Ill.
Dossett, Anna A., '02, (Owens).....Galesburg
Doudna, Nellie, '99, (Stofft).....Omaha, Neb.
Dougherty, Curtis, '79, Civil Eng., Queen & Crescent, Denver, Colo.
Douglas, Emma, '10.....Clerk, High School, Galesburg
Douglass, Edwin W., '08, [Arkansas University].....Galesburg
Douthett, Roxey Edith, '97, [Brown's], Stenog., in Bank, Peoria, Ill.
Dove, Jennie, '99.....Betheden, Miss.
Dow, Mabel, '92, (F. L. Conger), [Lombard].....Galesburg
Driggs, Wm. M., '98.....Josephson Jewelry store, Moline, Ill.
Dudley, Chas. E., '77.....Depot master, "Q," Galesburg
Duff, Myrtle, '05.....Portland, Ore.
Duffey, Kathlyn, '99, (Higby).....Whiting, Kan.
Duffy, Frances, '00, (Stone).....Kewanee, Ill.
Duffy, Lawrence, '07.....Farmer, Galesburg
Duke, Bert, '10.....Barber shop, Galesburg
Dunbar, Etta, '06.....Farm, Galesburg
Dunbar, Frank, '06, [Knox].....Farmer, Galesburg
Duncan, Fred, '05.....Electrical Engineer, Chicago, Ill.
Duncan, Joe, '07.....Civil Engineer, A. T. & S. F., Marceline, Mo.
Dunkle, Florence Evelyn, '03, Stenog., First National Bank, Galesburg
Dunkle, Olive, '10.....Galesburg
Dunn, Chas. W., '73, [Knox, Chi. Theo. Sem.], Minister, Lebanon, Mo.
Dunn, Eleanor Mary, '11, [Knox].....Galesburg
Dunn, Joe H., '98.....Private secretary, Bank, Wellingham, Wash.
Dunn, Maude, '97, (Gentry).....Galesburg
Dunn, Nellie M., '09, (Hough).....Galesburg
Dunn, Nettie, '04.....Galesburg
Dunn, Pansy, '97, [Knox, Brown's], Sten., Mall. Cast. Co., Galesburg
Dunlap, Doris, '08.....Kindergarten teacher, Kansas City, Mo.
Dunlap, Edith Letitia, '09, [Knox].....Galesburg
Dunlap, W., '06, [Knox, Brown's, U. of Ill., Rush Med.], Chicago, Ill.
Duvall, Olive, '05, (Crawford).....Iowa
Eastes, Carrie, '89.....Teacher, Galesburg
Eastes, Darlene L., '10, [Knox Conservatory].....Galesburg
Eastes, Enid, '04.....Bookkeeper, Watson & Cabeen, Galesburg
Eastes, Geo. J., '87.....County treasurer, Galesburg
Eastes, John W., '75.....Gasoline and kerosene dealer, Galesburg
Eastes, Lucille A., '11, [Knox Conservatory].....Galesburg
Eastes, Margaret, '07....Dressmaker, Kellogg, Drake & Co., Galesburg
Eastman, Herbert, '06, [Knox].....Galesburg

Eastman, Orlo A., '08, [Knox].....Galesburg
Eaves, Ruth M., '10.....File clerk, storehouse, "Q," Galesburg
Eble, Wm. R., '09.....Clerk, Supt. office, "Q," Galesburg
Edgar, Edna, '04, (Pont), [Brown's].....Galesburg
Edgar, Lou Ellen, '04.....Rio, Ill.
Edgerton, Erastus L., '01, [Rush Medical].....Physician, Chicago
Edgerton, Helen, '09, [Lombard].....Galesburg
Edmunds, Stella H.....Nurse, Cottage Hospital, Galesburg
Edmundson, Harry, '08....."Q" yard office at humps, Galesburg
Edmundson, Inez, '01, [Knox Conservatory].....Houston, Tex.
Edoff, Alice Cecelia, '09.....Stenographer, Machen Bros., Galesburg
Edwards, Ella B., '02.....Geneseo, Ill.
Edwards, Ethel E., '04, (Berlocher).....Chicago, Ill.
Edwards, Gertrude M., '04.....Teacher, Hitchcock School, Galesburg
Edwards, G. Perle, '03, (Leo Baird).....Abingdon, Ill.
Eéls, Floy, '05, (Edward Brothers).....Pasadena, Cal.
Elder, Alta, '05, [Knox].....Galesburg
Elder, Mollie M., '87, (W. A. Jordan).....Galesburg
Elmendorf, Raymond D., '02.....Died, 1909
Elstein, Leo, Jr., '08, [U. of Ill.].....Urbana, Ill.
Emery, Earl, '08, [Brown's].....Traveling salesman, Galesburg
Emery, Margaret, '10, [Wood's Kind. Normal].....Minneapolis, Minn.
Emrich, Lillian, '89, (Nye), [Knox].....Grass Valley, Cal.
Emrich, Minnie C., '83, (Washington).....Ravenswood, Ill.
Emrich, Roy P., '01, [Knox, Naval Acad. at Annapolis], U. S. Navy
Ennis Louise, '10, [Knox].....Galesburg
Enochs, Grace, '01.....Rockford, Ill.
Envall, Mary, '90.....Music teacher, Galesburg
Epperson, Clyde O., '00, [Univ. of Colo.].....Lawyer, Denver, Colo.
Epperson, Theo. B., '06.....Rio, Ill.
Eppsteiner, Earl, '99..John M. Smyth Co., mailing house, Chicago, Ill.
Eppsteiner, M. Addison, '06....."Q" office, Galesburg
Erickson, Ernest, '03.....Died, 1903
Erickson, Frederick D., '02.....Died, 1909
Erickson, Gertrude, '09, [Knox, Chicago Kindergarten].....Galesburg
Erickson, Lambert, '06...Messenger, Adams Express, Rock Island, Ill.
Erickson, Lillian, '06, [Knox].....Galesburg
Erickson, Lillian, '99, (Leipsig).....Galesburg
Erickson, Reuben, '07, [Knox, Johns Hopkins University]...Galesburg
Ericson, H. E., '98, [Lombard, U. of Chi.], Teacher, Milwaukee, Wis.
Ericson, Josephine L., '94, [Lombard, T. S.].....Teacher, Galesburg
Erlandson, Elting, '07, [Brown's].....W. A. Anderson, Galesburg
Ersfeld, Ray, '03.....Trainman, "Q," Galesburg
Evans, Pearl, '01.....Nurse, St. Luke's Hospital, Chicago, Ill.
Famulener, Harley, '08, [Brown's].....P. T. & S. Bank, Saluda, Ill.
Famulener, Ray, '05.....Draftsman, Goodens, Idaho
Fargo, Alida E., '65, (E. P. Bartlett), [Knox].....Avon, Ill.
Fechner, Hazel, '07.....Died, 1909
Felt, Albert, '96, [Knox, U. of Mich.].....Lawyer, Galesburg
Felt, Alice Helen, '09, [Knox].....Galesburg
Felt, Edward, '09, [Lombard].....Farmer, Galesburg
Felt, E. W., '04, [Knox, Union Theo. Sem.], Miss., Bombay, India
Felt, Harley V., '02.....Farmer, Monmouth

Felt, Margaret, '05, [Knox].....Galesburg
Felt, Walter, '99.....Farmer's Mutual Life Insurance, Galesburg
Felt, Winifred, '06, [Knox, Lewis Inst.], Y. W. C. A., Minneapolis, Minn.
Fensterer, Mary, '01.....Boss Mfg. Co., Galesburg
Ferguson, Alice M., [Studying music].....Orion, Ill.
Ferguson, Harriet L., '04, (H. Hanlon).....Galesburg
Ferguson, Harry E., '02.....Banker, Orion, Ill.
Ferris, Blanche, '05, (A. J. Terpening).....Galesburg
Ferris, Ethel Margaret, '11, [Brown's].....Galesburg
Ferris, Ethel Lorraine, '00.....Died, 1906
Ferris, Mamie, '97, [Lombard, Brown's]....Stenographer, Chicago, Ill.
Ferris, William Mead, '11, [Knox].....Galesburg
Finch, Nellie E., '04, (Warren).....Monmouth, Ill.
Finlay, Lauretta E., '09, [W. Ill. Nor.].....Teacher, Burlington, Ia.
Finlay, Eva L., '10, [W. Ill. Normal].....Burlington, Ia.
Finlay, Leonard, '10, [Lewis Institute]...Edison Elec. Co., Chicago, Ill.
Finlay, Margaret, M., '09, [W. Ill. Nor.], Teacher, Douglas, Galesburg
Finney, Maude L., '97, (Eckles).....Chicago, Ill.
Fish, Emma, '07.....Bookkeeper, Boyer Broom Co., Galesburg
Fitch, Hazel, '01.....Stenographer, Chicago, Ill.
Flagg, Dottie M., '04.....Died, 1908
Fleharty, Bert, '07.....Mail Clerk, Galesburg
Fleharty, Geo., '01.....Musician, Boise, Idaho
Fleharty, Grace, '04, [T. S.].....Teacher, Lincoln School, Galesburg
Fletcher, Chas. W., '87.....Driver, baggage wagon, Galesburg
Fletcher, George, '99.....S. H. Knox & Co., Galesburg
Flynn, Con C., '04, [Knox, U. of Ill.]..Newspaper reporter, Galesburg
Flynn, Geo. Wm., '98.....Mail carrier, Galesburg
Flynn, Jas. F., '94, [Phila. Dental, Chi. Dental], Dentist, Galesburg
Folger, Geo. '87.....Died, 1891
Folger, Sarah B., '87.....Private teacher, Galesburg
Forrey, Lucile, '01.....Bookkeeper, Galesburg
Forsee, Jennie E., '02, (Venard).....Macomb, Ill.
Forstrom, Myrtle L., '11 Stenographer Baird's drug store, Galesburg
Fortney, Gertrude, '99.....Monmouth, Ill.
Foshay, John, '02, [Brown's].....Farmer, London Mills, Ill.
Fosher, Paul, '07.....Traveling salesman, Chicago, Ill.
Foster, Maud, '08.....Nurse, Cottage Hospital, Galesburg
Fowler, Harry C., '04.....Electrical Eng., power house, Peoria, Ill.
Fowler, Mae, '08.....Bookkeeper, Larson & Hultgren, Galesburg
Frailey, Eva, '06.....Clerk, O. T. Johnson Co., Galesburg
France, Glenn, '04, [Mich. Hort.], Overseer, fruit farm, Marshall, Mich.
Franey, Edith, '06, (Kennedy), [Brown's].....Chicago, Ill.
Franey, Gladys, K., '10..Dressmaker, Kellogg, Drake & Co., Galesburg
Franklin, Lucy, '06.....Farm, Galesburg
Fraser, Eva, '99, (Lapham).....Katy, Tex.
Fredericks, Hilda C., '10.....Clerk, Crandell's Dept. Store, Galesburg
Fredericks, E. Julia, '97, (Hallin), [Knox Conservatory], Kewanee, Ill.
Freeburg, George A., '01.....Mining Engineer, Denver, Colo.
Freeburg, Gunnard, C., '06.....Farmer, Malad City, Idaho
Freed, Clara Nellie, '00.....Galesburg
Freer, Morton C., '98, Traveling salesman, Sykes Belt Co., Chicago, Ill.
Frey, Charlotte, '89.....Galesburg

Frey, Emma, '91.....Galesburg
Friedland, Karl, '03.....Dept. of Agriculture, Ogden, Utah
Frisbie, Orton F., '01.....Grain dealer, Foss, Okla.
Frisk, Blenda, '07, [Brown's].....Stenographer, Physicians, Galesburg
Fritz, William, '05.....Teacher, Etherley, Ill.
Frymire, Hardin, '10, [Eureka].....Eureka, Ill.
Fuhrman, Stella, '05, (Joe Miller).....Kewanee, Ill.
Fuller, Emma, '92, (Edwards), [Training School].....Died, 1910
Fuller, Mabel B., '97, [Train. Wesley Hos.], Nurse, Rochester, Minn.
Fuller, Mary E., '02.....Teacher, Kindergarten Normal, Galesburg
Fuller, Stancliffe, '92,, [Knox].....Postal clerk, "Q," La Grange, Ill.
Fuller, Walter E., '95.....Died, March, 1895
Futhey, Myrtle, '99, (H. Gillett).....Died, 1908
Gabrielson, Erwin, '09, [Brown's], Master Mech. office, "Q" Galesburg
Gabrielson, Katherine M., '10, [Brown's], Title & Abs. Co., Galesburg
Gabrielson, Mabel G., '06.....Stenographer, A. J. Perry, Galesburg
Gale, Alice C., '98, (Wallace), [Knox].....Galesburg
Gale, Caroline, '98, (Harder), [Pratt Institute].....Washington, D. C.
Gallagher, Margaret C., '09, [Lombard].....Galesburg
Galpin, Stella, '07, [Knox].....Asst. Branch Librarian, Galesburg
Gardner, Mima, '98, (Bruington).....Monmouth, Ill.
Gardt, C. H., '02, [Knox, Brown's, St. John's Mil.], Cigars, Galesburg
Garret, Gracie, '79.....Died ——
Garrity, Irene,'04, [Knox, Col. School of Exp.], N. W. U. Set., Chicago
Garrity, Mable, '91, (Gillam).....Las Vegas, N. Mex.
Gash, Gracia E., '98.....Died 1903
Gash, Tilford, '08.....Teacher, private school, Galesburg
Gastren, Mae, '98.....Los Angeles, Cal.
Gates, Mabel V., '06, (Spencer).....Galesburg
Gates, Vernon, '08, [Knox, Brown's].....Galesburg
Gaumer, Clara E., '02, [Brown's], Sten., W. H. Miner Co., Chavy. N. Y.
Gaumer, Mildred, '07, [T. S.]....Teacher, Farnham School, Galesburg
Gay, Loraine, '95, (McCandless), [Knox].....Oklahoma City, Okla.
Gebhart, Harry, '05, [Knox, Ann Arbor Medical], Ann Arbor, Mich.
Gebhart, Erminie, '07, [Brown's].....Galesburg
Gebhart, Mayme, '06, (Eyhusen), [Brown's].....Galesburg
Geer, Cora, '91.....Galesburg
Geer, Minnie, '85, (Stofft).....Galesburg
Gehring, Earl R., '09, [Brown's].....Galesburg
Gehring, Webster, '10, [Brown's].....Galesburg
Gent, Gertrude J., '98, (Almondinger).....Burlington, Ia.
Gentry, Adda, '90, (George), [Knox, Studied in Germany], Milwaukee
Gentry, Beryl, '06.....Clerk, Gentry Grocery Store, Galesburg
Gentry, Simeon, '98.....Farmer, Galesburg
Gettemy, Chas. F., '85, [Knox], Bureau of Statistics, Dorchester, Mass.
Gibson, William, '07.
Giddings, Lydia, '99, (Gustafson).....Galesburg
Gilbert, John D., '05.....Clerk, O. T. Johnson Co., Galesburg
Gilbert, Helen, '03.....Dressmaker, Galesburg
Gilbert, Ruth, '07.....Central Union Telephone Co., Galesburg
Gilfillan, Amber, '05.....Musician, Denver, Colo.
Gillespie, Ednah, '04, (Sanders).....Rock Island, Ill.
Gillis, Myra, '01, (Gammage), [Simmons, Jeff. Park Hosp.], Chicago

Goddard, James R., '02.....Clerk, Orion, Ill.
Goddard, Jessie, '96, (Gustafson), [Knox].....Orion, Ill.
Goettler, Clara B., '09.....Galesburg
Goff, Roy, '09, [Lombard].....Galesburg
Goldquist, Carrie C., '78, (Luckey).....Galesburg
Goldquist, Frank, '07.....Canton, Ill.
Goldsmith, Arthur, '91.....Stationer, Galesburg
Goldsmith, Grace, '84, [Kind. Nor.], Teacher, Hitchcock Sc. Galesburg
Golliday, Gail H., '04, [Lombard].....Galesburg
Golliday, Theo., '03, [Lombard, U. of C.]....Teacher, High, Galesburg
Goodsill, Inez, '05, [Knox Conser.]....Teacher, Avon High, Galesburg
Goodsill, M. Max, '08, [Knox].....Galesburg
Graham, Leroy, '98, [Brown's].....Died, 1910
Graham, Margaret, '98, (West).....Denver, Colo.
Graham, Martha, '98, (Aldrich).....Galesburg
Graham, Merle, '04, (Robbins).....Yates City, Ill.
Graham, Nellie, '05, [Knox Conservatory].....Galesburg
Granat, Lorenzo A., '11. Bookkeeper, Swanson's meat market, Galesburg
Greene, Edith, '03, (Orcutt), [Knox].....Arcola, Ill.
Greene, Frank Y., '85.....Weinberg Bros., Galesburg
Greene, Lena M., '02.....Galesburg
Greene, Lucy, '91, (Howard).....Peoria, Ill.
Greene, Mabel, '05, (Willey).....Greensburg, Kan.
Green, Pearl, '08.....Teacher, Ford School, Galesburg
Greenwood, Valoise, '05, (Pierce).....Newton, Kan.
Greenwood, Zelma H., '02, (Alexander).....Columbia, Mo.
Gregg, Clarence A., '04, [U. of Ill.].....Farmer, Galesburg
Gregg, Lee, '04, [U. of Ill., Brown's].....Farmer, Galesburg
Grey, Clara, '95, [Knox].....Kansas City, Kan.
Griffin, Earl, '95, Genl offices, Armour Fertilizer Works, Chicago. Ill.
Griffith, Harry H., '97.....Grocer, Galesburg
Griffith, Lyle, '08, [Brown's], Stenog., O. T. Johnson Co., Galesburg
Gripp, Hanna, '01, (Barnett).....Rock Island, Ill.
Grubb, Don, '01.....West Drug Co., Galesburg
Grubb, Rob Roy, '98.....Fireman "Q," Galesburg
Gudgell, Gladys M., '11, [Brown's].....Galesburg
Gudgell, John D., '10.....Rail clerk, T Rail Mill, "Q" Galesburg
Guenther, Amelia, '09.....Clerk, Bondi Bros., Galesburg
Guenther, Rosa M., '03, Stenographer, Portland Cement Co., Chicago
Gum, Edwin J., '11, [Brown's].....Galesburg
Gumbiner, Florence, '09, [Knox].....Galesburg
Gumbiner, Sadie, '04, [T. S., W. I. N.], Teacher, Weston, Galesburg
Gumore, Adelbert, '91.....Died, 1897
Gustafson, Leonard A., '01.....Teacher, Business College, Peoria, Ill.
Haggenjos, Mabel, '05, (Bert Weingartner).....Galesburg
Haggenjos, John, '08.....Stenographer, Cline & Shaw, Galesburg
Haggenjos, Virginia, '07, (J. G. Bragg).....Glisson School, Galesburg
Hagrelius, Judith C., '02, [Brown's].....Died, 1909
Hagstrom, Effie C., '00.....Died, 1906
Hagstrom, Ethel E., '06.....Stenographer, Los Angeles, Cal.
Hagstrom, Lillie, '00, (Tanner).....Galesburg
Hagstrom, Ray A., '10.....Clerk, J. A. Peterson Grocery, Galesburg
Hagstrom, Winnie A., '04.....Portland, Ore.

Hague, Faith, '11, [Knox].....Galesburg
Hague, Lee Anna, '07, [Knox].....Galesburg
Hague, Wm. B., Rev. '65, [Knox].....Clergyman, Gorham, Me.
Hahn, Anneta C., '02.....Office, Dr. Schlegel, Galesburg
Hahn, Lillie, '01.....Clerk, O. T. Johnson Co., Galesburg
Haight, Clarence, '03.....Grocer, Galesburg
Haight, George C., '04.....Grocer, Galesburg
Hale, Charles, '08.....Clerk, O. T. Johnson Co., Galesburg
Hale, Justin Carlton, '10, [Knox].....Galesburg
Hales, Ralph, '03, [U. of Ill.].....Principal, High School, Minden, Ia.
Hales, Reed, '03, [U. of Ill.].....Grain dealer, Longview, Ill.
Hall, Geneva, '98, (Vaux).....Shattuck, Okla.
Hall, Mary V., '02.....Galesburg
Hall, Myrtle, '00, (Curtis).....Grant Park, Ill.
Hall, Ward, '03, [U. of Ill., Drake, Eureka], Minister, Livingston, Tenn.
Halladay, Glennetta, '04, (Tracey).....Oneida, Ill.
Halladay, Herschell Herman, '09, [Knox].....Galesburg
Halper, Samuel C., '11, [U. of Chicago].....Chicago
Hamblin, Henry, '99, [Bradley Horolog.], Jeweler and Eng., Galesburg
Hamblin, Marie, '95.....Died, 1904
Hamblin, Minnie, '95.....Galesburg
Hamilton, Samuel, '96.....Owner, fruit ranch, Lordsburg, Cal.
Hammerstrom, Albert B., '02.....Reporter, Los Angeles, Cal.
Hammond, Belle, '91, (Fox), [T. S., Normal School], Los Angeles, Cal.
Hammond, J. Jay, '93, [Knox, Chicago Dental].....Dentist, Galesburg
Hammond, Martha, '86..Bookkeeper, J. T. Johnson Grocery, Galesburg
Hanawalt, Emma, '07, [Valparaiso]...Sten. and bookkeeper, Chicago
Hane, Laura, '06, (Tobias).....Malianta, Ohio
Hane, Worthington, '10.....Gas office, Galesburg
Hanks, Mabel C., '02....Clerk, dry goods store, North Yakima, Wash.
Hanna, Abby, '01, (Kyle), [Knox Conservatory].....Ardmore, Okla.
Hanna, Ruth, '02, [Knox]...Secretary, Y. W. C. A., Milwaukee, Wis.
Hanna, Vera Louise, '09, (Young).....Galesburg
Hannaman, Agnes, '00, (Thormahlen).....Island of Guam
Hannaman, Geo. Leon, '98, [Knox], With U. S. Gov., Seattle, Wash.
Hanson, Percy, '07.....Bookkeeper, Armour Co., Galesburg
Hardine, Emily, '99, (Halling).....Chicago, Ill.
Harper, Adah E., '94, (A. L. Harper).....Galesburg
Harris, Fred, '96.....Draftsman, St. Louis Const. Co., St. Louis, Mo.
Harris, Lillian, '99, (Kinsloe).....Nurse, Galesburg
Harris, Nina A., '94, (Jas. B. Wade), [Lombard, T. S.].....Galesburg
Harrison, Florence A., '10.....Clerk, O. T. Johnson Co., Galesburg
Harshbarger, Alice, '98, (Henderson), [Training S.]...Springfield, Ill.
Harshbarger, Belle L., '04.....Teacher, Springfield, Ill.
Harshbarger, Royal, '06.....Teacher, High School, Des Moines, Ia.
Hartman, Maude, '99, (Dunlap).....Galesburg
Hartzell, Helen, '11, [Brown's].....Monmouth, Ill.
Harvey, Barbara Alice, '10, [Normal].....Barry, Ill.
Harvey, Clemens Leroy, '11, [Lombard].....Galesburg
Harvey, Mabel, '01, (Star).....Cicero, Ind.
Hastings, Ray S., '00....."Q" Ticket Dept., Chicago, Ill.
Hawkins, Lulu, '91, (Brown).....S. Minneapolis, Minn.
Hawkinson, Anna, '96.....Nurse, St. Luke's Hospital, Chicago, Ill.

Hawkinson, Blanch Lillian, '09, [Knox Conservatory].....Galesburg
Hawkinson, Henry F., '09, [Brown's]...Stenographer, "Q," Galesburg
Hawkinson, Hilda, '85, (Nord).....Died, 1891
Hawkinson, Hilma, '01.....Teacher, High School, Orion, Iowa
Hawkinson, Minnie, '91.....Galesburg
Hawkinson, Newton Hiram, '11, [Brown's].....Galesburg
Hawley, Mary, '95, (B. M. Rohrhough), [Knox].....Spokane, Wash.
Hayes, Hary Montgomery, '11, [Knox Conservatory].....Galesburg
Hazen, Con, '07, [U. of Ill.].....Farmer, Galesburg
Hazen, Mae, '10, [Knox].....Galesburg
Hazlett, Frederick R., '97.....Insurance, Galesburg
Hazzard, Lizzie, '91, (Fuller).....Died, 1908
Hazzard, Luthera, '00, (Woodmansee).....Galesburg
Heath, Lena, '89, (Wood), [Training School].....Galesburg
Hecker, Laura, '93, (Runkle).....Englewood, Ill.
Hedberg, Fannie, '81.....Teacher, Weston School, Galesburg
Hedding, Clara, '06, (John Stuckey).....Abingdon, Ill.
Hedell, Ella, '91, (Neilson).....Died, ——
Hedendahl, Ed., '81.....Died, 1901
Heimburger, Lura D., '06.....Teacher, Dahinda, Ill.
Henderson, Earl, '05.....Automobiles, Yokama, Wash.
Henderson, Laura, '06, [Brown's].....Monmouth, Ill.
Henderson, Merrill S., '04.....Ranchman, Weizi, Idaho
Henderson, Wilson H., '00, [U. of Ill.], Manual Trng., Springfield, Ill.
Henry, Guy H., '06.....Bill clerk, "Q" humps, Galesburg
Henry, Stella, '05, (Herbert Augerson).....Aledo, Ill.
Hendricks, Olivia, '67.....Died, 1869
Hendrix, Clyde W., '06...Asst. Cashier, "Q" freight house, Galesburg
Hertig, Elizabeth, '06, [U. of Ill.].....Columbia, Mo.
Hewitt, Jennie A., '79, (Inness).....Galesburg
Hibbard, Chester, '08.....Coulter Disc Works, Galesburg
Hibbard, Iris M., '03, [Knox, U. of Wis.]....Teacher, Hayward, Wis.
Hibbard, Junie M., '03.....Galesburg
Hickey, John P., '79.....Died, ——
Higgins, Paul, '02.....Clerk, City Hall, Galesburg
Highland, Alfred, '05.....Terry Lumber Co., Galesburg
Highlander, Clarence, '06, [Brown's], Bookkeeper, 1st Natl, Galesburg
Highlander, Irwin, '10.....Office, "Q" storehouse, Galesburg
Hill, Amy Gladys, '09.....Nurse, Cottage Hospital, Galesburg
Hill, Anna L., '98, (Ward).....Tacoma, Wash
Hill, Edna, '02, (Doran).....Teacher, Washington Add., Galesburg
Hill, Harold, '05, [Univ. of New Mex.].....Alberquerque, N. Mex.
Hillgren, Otilia Nettie, '09.....Clerk, G. W. Marks, Galeseburg
Hillman, Mildred L., '10.....Teacher, White Lake, S. Dak.
Hinchliff, Everett, '99, [Knox].....Lumber dealer, Galesburg
Hinchliff, Grace, '05, [Knox, Columbia Univ.].....New York, N. Y.
Hinchliff, Lulu, '02, (Ingersoll), [Knox, Knox Con.].....Galesburg
Hinchliff, Vera, '08, [Knox Con., Rockford Con.].....Rio, Ill.
Hinchliff, Ray, '03, [Knox].....Hinchliff Lumber Co., Galesburg
Hinckley, Arthur E., '87.....Farmer, Galesburg
Hinman, Jennie, '08, (Carl Johnson).....Galesburg
Hinman, Stanley, '11, [Brown's].....Galesburg
Hippert, Flo, '95, (Lowell), [Knox].....Fargo, N. Dak.

Hobbs, Grace Kirk, '97, (Culver).....Galesburg
Hoffheimer, George, '91, [Knox].....Lawyer, Clarksburg, W. Va.
Hoffheimer, Hattie, '93.....Clarksburg, W. Va.
Hoffheimer, Leon, '95, [Knox].....Davenport, Ia.
Hoffman, Grace, '86, [Knox].....Supt., Free Kindergarten, Galesburg
Hogan, Alice, '91, (Ogden).....Galesburg
Hogan, Nina, '95, (Varney).....Mukwanago, Wis.
Holcomb, Alma, '01.....Stenographer, Galesburg
Holcomb, Fannie F., '64, (Regnier), [Knox].....Galesburg
Holcomb, Frank, '98...Bookkeeper, A. W. Miles Co., Livingston, Mont.
Holcomb, Hattie P., '79.....Died, 1905
Holcomb, Jennie C., '63, (Field), [Knox].....Died, 1886
Holcomb, Olga, '04.
Holliday, Evelyn, '06, (E. R. Bridge), [Knox, Wells].....Galesburg
Hollis, Jennie, '88, (A. E. Hinckley).....Died, 1900
Hollis, Mamie L., '90, (Kimbrough).....Uniontown, Pa.
Hollis, Oscar J., '90.....Swift Packing Company, Chicago, Ill.
Holmberg, Alma L., '10, [Brown's], Sten., Gales. Piano Co., Galesburg
Holmberg, Hattie, '99.....Treasury Dept., Washington, D. C.
Holmes, Alice C., '04, (F. C. Miller).....Galesburg
Holmes, Bertha, '99.....Galesburg
Holmes, Blanche, '01, [T. S.].....Teacher, Cooke School, Galesburg
Holmes, Carl, '03, [Swedish Theol. Sem.]...Minister, Winthrop, Minn.
Holmes, Earl, '96, [Knox, Brown's]....Farmer, North Henderson, Ill.
Holmes, Frances Louise, '00, [Knox].....Librarian, Portland, Ore
Holmes, Grunnard A., '04.....C. B. & Q., Burlington, Ia.
Holmes, Horace M., '01, [Knox, U. of Wis.].Civil Eng., Seattle, Wash.
Holmes, Lillie, '83, (Hartman).....Austin, Minn.
Holmes, Lulu, '99, (Vandewater).....Arden, Wash.
Holmes, Margaret, '06, [Knox].....Teacher, Nome, Alaska
Holmes, Mertie, '07, [Knox].....Galesburg
Holmes, Minnie L., '83.....Assistant County Clerk, Galesburg
Holt, Nettie K., '79, (Patterson).....Galesburg
Hood, Clifford F., '11, [U. of Ill.].....Cameron, Ill.
Hoover, Alice, '00.....Galesburg
Hoover, Anna F., '97, (Sutherland), [Western Ill. Nor.], Dahinda, Ill.
Hoover, Edwin E., '77.....Died, 1903
Hopkins, Colonel C., '97, [Knox, Ann Arbor], Teamster, Galesburg
Hopkins, Ida L., '04.....Chicago, Ill.
Hopkins, Leafy, '90, (Henry Kersting).....Died, 1907
Hopps, Gertrude E., '11, [Lombard].....Galesburg
Horney, Alta, '00.....Cameron, Ill.
Horrell, Dale, '03, [Knox], Dist. Mgr., Equit. Life Ins. Co., Galesburg
Horton, Clara O., '78.....Teacher, Hitchcock School, Galesburg
Hotaling, Nettie, '95, (Maupin).....Woodburn, Ore.
Houlding, Carrie E., '81, (Bailey).....Caracas, Venezuela
Housel, Ethel, '01, (Sidney Ulfelder).....Mexico City, Mexico
Housel, Lloyd, '95, [Knox].....Draftsman, Washington, D. C.
Housel, Maree, '06.....Galesburg
Housel, Ralph B., '04, [Brown's].....Farmer, Rosetown, Sask.. Can.
Houston, Florence, '03.....Rochelle, Ill.
Hovey, Margaret, '06...Stenographer, Marshall Field Co., Austin, Ill.
Howe, Harold James, '10, [Knox, Univ. of Mo.].....Galesburg

Howe, Minnie, '07, [Wesley School], Supt. Hosp., Oklahoma, City, Okla.
Howland, Harriette, '89, (Abbott), [Brown's].....Oil City, Pa.
Hoyer, Harold A., '11, [Knox Conservatory].....Galesburg
Hoyer, Myrtle F., '09, [Knox Con.].....Music teacher, Galesburg
Hoyle, Mary D., '63, [Knox].....Julius Bauer & Co., Chicago, Ill.
Hulbert, James, '07, [Knox]
Hulse, Louisa E., '82, (Dye).....Ault, Colo.
Hultgren, Ernest W., '10...Trav. salesman, Gross Mfg. Co., Galesburg
Humphrey, Wayne, '06, [Knox], U. S. Dist. Court Sten., Enid, Okla.
Hunt, May,'79, (Botruff), [Kind. Nor., Chau. Circle], Ann Arbor, Mich.
Hunter, Winnie, '90, (Duncan).....Dubuque, Ia.
Hurlbutt, Julia W., '04, (R. A. Young).....Chicago, Ill.
Hurley, Ralph, '10.....Farmer, Cameron, Ill.
Hurst, Harriet, '99.....Office, Reid, Murdock Co., Chicago, Ill.
Ingersoll, Harold, '06.....Farmer, Montana, Galesburg
Inness, Dora, '01, (H. R. Stanford), [U. of Ill.].....Chatsworth, Ill.
Inness, John, '99.....Farmer, Regina, Sask., Can.
Inness, Mabel L., '04, [Knox].....Galesburg
Inness, Ruth, '01.....Galesburg
Irwin, Florence, '06, [Knox, T. S.], Teacher, High School, Galesburg
Irwin, Keith, '99, [Knox].....Teacher, High School, St. Louis, Mo.
Isaacson, Almeda, '01, (C. J. Moburg).....Galesburg
Ives, Haroldine, '07, (Con Hazen), [Knox].....Galesburg
Jack, Sina, '99.....Died, ——
Jacobi, Fred, '79.....Jacobi Bros. & Mack, Galesburg
Jacobi, Ruth Helene, '10, [Lombard, St. Mary's].....Galesburg
Jacobs, Annie L., '93, (Brown).....Died, 1895
Jacobson, Alex, '03, [Augustana].....Teacher, Minneapolis, Minn.
Jacobson, Karl, '08.....Died, 1909
Jagger, Allie B., '02, (Carl Snyder).....Orion, Ill.
Jagger, Bessie, '00, (Geo. Westfall).....Galesburg
Jagger, Lee F., '06.....McCook, Neb.
Jagger, Rose E., '94, (Harry Richmond).....Quincy, Ill.
Jagger, Ruth, '07, (White).....St. Augustine, Ill.
James, Earle W., '02, [Knox].....Hardware store, Denver, Colo.
James, Vera Louise, '09.....Bell long distance operator, Galesburg
James, Zell, '06.....Denver, Colo.
Jarnagin, Helen Esther, '10.....Teacher, Dunlap School, Galesburg
Jeffrey, Belle M., '86.....Secretary, Y. W. C. A., Minneapolis, Minn.
Jeffreys, Walter E., '02.....Surveyor, Chicago, Ill.
Jempson, Lida, '88.....Died, 1892
Jenkins, Harriett, '01.....Milliner, Galesburg
Jenkins, Julia May, '97.....Clerk, O. T. Johnson Co., Galesburg
Jennings, Hazel E., '03.....Bookkeeper, Bargain store, Galesburg
Jerauld, John, '80.....Died, 1897
Jerauld, Nora B., '97, (Gardner).....Washington, D. C.
Johns, Adelia P., '94, [Quincy Business]...Sten., Ravenswood, Chicago
Johns, Lena, '92.....Quincy, Ill.
Johnson, A Matthew, '01.....Galesburg National Bank, Galesburg
Johnson, Abbie, '06, (Alters).....Galesburg
Johnson, Addie A., '03.....Gary, Ind.
Johnson, Alice A., '03, [Knox].....Galesburg
Johnson, Anna B., '94, (Edwards), [Normal School]..Houston, Tex.

Johnson, Arthur William, '11.....G. W. Marks, Galesburg
Johnson, Arville S., '82, (Larson).....Galesburg
Johnson, Blenda A., '97, (Johnson).....Galesburg
Johnson, Chas., '87.....Auditor, "Q," Chicago, Ill.
Johnson, Charles Henry, '09.....Clerk, Arlington Hotel, Galesburg
Johnson, Clarence, '03.....Carpenter, Galesburg
Johnson, Clarence, '10, [Brown's, Knox Con.], Stenographer, Galesburg
Johnson, Clarence H., '98, [Knox].....B. & O. R. R., Gaston, W. Va.
Johnson, Devere Lewis, '11.....J. E. Anderson Co., Galesburg
Johnson, Donn Vie, '93.....Galesburg
Johnson, Edith A., '11.....S. H. Knox & Co., Galesburg
Johnson, Edith M., '08.....Boss Mfg. Co., Galesburg
Johnson, Edith S., '08.....Typist, Galesburg Piano Co., Galesburg
Johnson, Edna Camren, '97.....Died, ——
Johnson, Edna M., '09.....Galesburg
Johnson, Effie, '99.....Missouri
Johnson, Ella, '85, (Craft).....Elgin, Ill.
Johnson, Estelle Harriett, '00.....Telephone office, Galesburg
Johnson, Ethel, '04.....Milliner, Highlander, Faulks & Co., Galesburg
Johnson, Ethel J., '08.....San Francisco, Cal.
Johnson, Eva O., '06.....Galesburg
Johnson, Frances Evangeline, '10, [Knox].....Galesburg
Johnson, Fred, '90.....Galesburg
Johnson, Grace, '00, (Nelson).....St. Joseph, Mo.
Johnson, Harry W., '10.....Apprentice, butcher shop, Galesburg
Johnson, L. P., '10, [Brown's].....Timekeeper, Home Station, Ariz.
Johnson, Lawrence, '00.....Teller, Bank of Galesburg, Galesburg
Johnson, Lillian, '89.....Office, L. W. Sanborn, Galesburg
Johnson, Lillian, '07.....Bookkeeper, Drs. Horrell & Smith, Galesburg
Johnson, Lloyd, '99.....Asst. chief dispatcher, "Q," Galesburg
Johnson, Louise, '05.....Stenographer, W. C. Frank, Galesburg
Johnson, Mabel, '05.....Clerk, O. T. Johnson Co., Galesburg
Johnson, Mabel M., '04.....Milliner, Galesburg
Johnson, Mabelle J., '08.....Clerk, O. T. Johnson Co., Galesburg
Johnson, Manny S., '10, Collector, Gales. Union Tel. Co., Galesburg
Johnson, Nellie '94, (Smith), [Knox], Teacher, Knox Con., Galesburg
Johnson, Robt., '07, [Knox, Wis. Univ.].....Galesburg
Johnson, Roscoe E., '11, [Eureka].....Eureka, Ill.
Johnson, Roy, '06......"Q" fireman, Galesburg
Johnson, Victor E., '09.....Driver, J. C. Peterson Grocery, Galesburg
Johnston, Bessie M., '82, [Knox].....Teacher, Springfield, S. Dak.
Johnston, Leslie, '99, [Knox, Brown's]..P. O. Dept., Washington, D. C.
Johnston, Winifred L., '04, [Knox Conservatory].....Galesburg
Johnston, Florence Grace, '10.....St. Louis, Mo.
Jones, Hyla, '04, (Stephenson).....Musical artist, Bloomington, Ill.
Jones, Mae E., '98, (Chinn).....Galesburg
Jones, Phyllis Rose, '09, [Lombard].....Stenographer, "Q," Galesburg
Jones, Stella, '96.....Died, 1910
Jordan, Clarence, '10, [Knox].....Galesburg
Jordan, Helen, '04, [Knox].....Galesburg
Jordan, Henrietta L., '09, [Knox Conservatory].....Galesburg
Jordan, Jesse, '07, [Knox].....Farmer, Bentonville, Ark.
Jordon, Lawrence, '02, [Knox, U. of Idaho].....Moscow, Idaho

Judson, Wm. W., '09, [Knox, Dartmouth]...Civ. Eng., Portland, Ore.
Junk, Albertus, '09.....Farmer, Rio, Ill.
Junk, LaVonne, '10, [Knox Conservatory].....Rio, Ill.
Kastlin, John, '03.....Symonds Wholesale Hdw. Co., St. Louis, Mo.
Kastlin, Katherine E., '02.....Davenport, Ia.
Kays, Isabel, '09, (Castle).....Rockford, Ill.
Kearney, Thomas, Rev. Father, '79.....Priest, Huntley, Ill.
Kee, Emma, '00.....Chicago, Ill.
Keefe, Anastasia, '01.....Teacher, High School, Loveland, Colo.
Keefe, Ita, '00, (F. H. Kevlin).....Chicago, Ill.
Keefe, Regina, '06.....Galesburg
Keeling, Lola, '08.....Clerk, Bondi Bros., Galesburg
Keenan, Bertha, '07, (Irvin).....Galesburg
Keenan, Bessie, '99, (Robinson).....Galesburg
Kelley, Carrie, '99, (Hicks).....Pasadena, Cal.
Kelley, Orrie, '05.....R. R. fireman, San Barnadino, Cal.
Kelsey, Vera Park, '09, [Lombard].....Galesburg
Kenan, Beth, '10.....Teacher, Clay School, Galesburg
Kenan, Royal, '00.....Cameron, Ill.
Kennedy, Edna M., '03, (Hofflund).....Galesburg
Kent, Richard J., '06.....W. A. Jordan Grocery Co., Galesburg
Keough, Anna E., '06, (Samuel Sharp).....Galesburg
Kern, Mabelle J., '98, (Regnas).....Oak Park, Ill.
King, Nellie S., '05.....Time keeper, Ville de Paris, Los Angeles, Cal.
Kidder, Clytia, '01, (Forsee).....Galesburg
Kiernan, Ruth, '11.....Galesburg
Kimball, Dan, '97, [Knox], Trav. salesman, Lumber Co., Rockford, Ill.
Kimler, Otis C., '10, [Brown's].....Clerk, Freight office, Galesburg
Kimpton, Harriet E., '98, [Knox Con.], Teacher, St. Mary's, Knoxville
Kimpton, Ruth, '10.....Dressmaker, Kellogg, Drake & Co., Galesburg
Kingan, Flora C., '82, (Brown).....Died, 1889
King, Edward J., '86, [Knox].....Rep. in State Legislature, Galesburg
King, Elizabeth, '06, (C. C. Heller)...Teacher, Dahinda, Ill., Galesburg
King, Grace B., '07.....Principal, Dahinda, (Ill.) Schools, Galesburg
Kinnear, Ethel, '99, (Battell).....Galesburg
Kinney, Carlotta, '10.....Teacher, Heller School, Galesburg
Kinney, Russel M., '11.....Galesburg
Kistler, Mabel, '04, (Shaner).....Galesburg
Kistler, Mae, '99, (Rundle).....Galesburg
Knight, Edith L., '98, [T. S., Kind. Nor.], Teacher, Lincoln, Galesburg
Knight, Mamie, '88.....Charleston, Ill.
Kobel, Estelle, '97, [T. S., Knox Con.], Y. W. C. A., Minneapolis, Minn,
Kopp, Anna C., '94, [Knox Con.].....Bookkeeper, Williamsport, Pa.
Kopp, Will H., '97.....Head machinist, Frost's Mfg. Co., Galesburg
Kornwebel, Augusta, '08, [Knox Con.].....Teacher, Los Angeles, Cal.
Krabbe, Henrietta A., '09.....Milliner, Baldwin Hat Shop, Galesburg
Kraft, Ellen Theressa, '02...Stenographer, C. A. Webster, Galesburg
Kysor, Loela Gaston, '11, [W. Ill. Nor.].....Gibson, Mich.
Lafferty, Frances, '03.....Lafferty, Mfg. Co., Galesburg
Lagergren, Frances Elizabeth, '09.....Galesburg
Lagergren, Mary A., '03, (Lemuel Cole).....Williamsfield, Ill.
Laird, John A., '79, [Wash. U.].....Holman & Laird, St. Louis, Mo.
Laird, Nettie F., '79, (Mack).....El Dorado Springs, Mo.

Lambart, Etta, '84, (Callahan).....Gilson, Ill.
Lamoreaux, Edith, '96.....Chicago, Ill.
Lamoreaux, Philip M., '06, [Brown's]..Mueller Mfg. Co., Decatur, Ill.
Lampkin, Goldie, '05, (H. L. Farrell).....Galesburg
Landon, Grace L., '02, (J. B. Rice).....Los Angeles, Cal.
Landon, Myrle E., '06, (Arnold), [Knox Conservatory].....Rio, Ill.
Lanius, Charlotte, '10, [W. Ill. Nor.].....Galesburg
Lanius, Curtis J., '01.....International Harvester Co., Boston, Mass.
Lanius, Mary, '01.....Clerk, O. T. Johnson Co., Galesburg
Lanius, Susie J., '06.....Dressmaker, Galesburg
Lanstrum, Helen A., '09.....Nurse, Cottage Hospital, Galesburg
Lapham, Gail, '99, [Knox, U. of Chi.], Teacher, High School, Galesburg
Lapham, Susie, '09, [Lombard, Knox].....Galesburg
Larson, Ernest, '03.....Plumber, Galesburg
Larson, Gertrude, '08, (J. A. Sadey).....Galva, Kan.
Larson, Harriett, '07, [Knox Con.].....Music teacher, Galesburg
Larson, Hilma, '99, (Howe).....Chicago, Ill.
Larson, Leland S., '06, [Brown's]...Gas & Electric Light Co., Galesburg
Larson, Nettie, '00.....Died, 1904
Larson, Minnie E., '02, (Henry Pout).....Rio, Ill.
Lass, Edith, '01, [Knox, Training School].....Nora Springs, Ia.
Lass, Henry W., '01, [Knox].....Wagoner Printing Co., Galesburg
Latterner, Bertha, '88, (F. J. Lindsley).....Galesburg
Latterner, Carl, '80, [Phila. Pharmacy].....Druggist, Carterville, Mo.
Latimer, Leslie, '07, [Knox].....Teacher, High School, Galesburg
Latimer, Martha, '08, [Knox].....Galesburg
Lathrop, Delia A., '03, [T. S.]...Teacher, Bateman School, Galesburg
Lavine, Arthelia O., '02.....Nurse, Galesburg
Leach, Edith, '99, (Paugh).....Omaha, Neb.
Leach, Jennie, '89.....Telephone operator, "Q," Galesburg
Leach, Jennie, '90, (Downing).....Glendale, Ill.
Leach, Jessie, '90 (Scott).....Canton, Ill.
Leach, Susan, '89, (Anderson).....Buffalo, N. Y.
Leafgreen, Grace, '98.....Green Cigar Store, Galesburg
Lee, Emma M., '02....Head bookkeeper, O. T. Johnson Co., Galesburg
Lemon, Alice, '01.....Farm, Galesburg
Lemon, Grace, '01.....Farm, Galesburg
Leonard, Hubert, '99, [Des Moines School of Osteop.], Portland, Ore.
Lescher, Gertrude, '01, [Knox].....Galesburg
Lescher, Helen R., '09, [Knox Con., Southern Seminary]....Galesburg
Levene, Arthur E., '04.....Moulder, Malleable Castings Co., Galesburg
Lewis, Bertha, '07.....Monmouth, Ill.
Lewis, Josephine Hilma, '10.....Office, Holmes Laundry, Galesburg
Lewis, Juanita, '10.....Bell Telephone office, Galesburg
Lewis, Mary E., '06, [Knox, Knox Conservatory].....Galesburg
Lewis, Ruth C., '10.....Teacher, Galesburg
Lindberg, Edna E., '97, [Brown's].....Bookkeeper, Galesburg
Lindberg, Neally R., '99, [Bradley].....Jeweler, Galesburg
Linderoth, Emma O., '02, (Wolff).....Burlington, Ia.
Lindquist, C. W., '02, [N. W. U., Evanston Theol.], Nara Visa, N. M.
Lindquist, Lillian E., '97, [Lombard, T. S.].....Teacher, Galesburg
Lindquist, Olivia, '04, [Knox Conservatory].....Chicago, Ill.
Lindquist, Theodore, '94, [Lombard, U. of C.]....Teacher, Ann Arbor

Lindoft, Ernest, '96, [Brown's].....Prop. Shoe Store, Abingdon, Ill.
Lindoft, Violet Helen, '10.....New York Store, Galesburg
Lindstrom, Laura, '99, (Osterberg), [Knox Con.].....Chicago, Ill.
Linrothe, Ellen, '95, (Davis).....Galesburg
Linrothe, Elvin, '03.....Head clerk, "Q," St. Louis, Mo.
Linrothe, Hannah, '97, (Kuhnle), [Brown's].....Tacoma, Wash.
Linsley, Marion, '10, [Knox].....Galesburg
Linstrum, Esther V., '06, [Brown's].....Stenographer, Galesburg
Little, Floris, '05, (Myrle Eyerly).....Canton, Ill.
Little, Harlan, '06.....Clerk, Continental Store, Galesburg
Lofgren, Ruth E., '10.....Holmes Laundry, Galesburg
Lofgren, Walter R., '09.....Wagoner Printing Co., Galesburg
Loman, Mary, '07.....Cashier, O. T. Johnson Co., Galesburg
Lombard, Julia, '96, [Lombard]..Teacher, Girls' Sem., E. Orange, N. J.
Lombard, Mamie, '91.....Newark, N. J.
Long, Katherine, '01.....Music teacher, Galesburg
Long, Mabel, '03, [Brown's].....Galesburg
Longnecker, Ida A., '76, (Hebbard).....Colton, Cal.
Loomis, Neva Lelah, '09.....Galesburg
Love, Edgar, '99, [Knox].....Farmer, Orion, Ill.
Love, Eleanor, '05.....Orion, Ill.
Lowell, John, '06.....Druggist, London Mills, Ill.
Lucas, Beulah, '07.....Long Beach, Cal.
Lucas, Helen, '11.....Cameron, Ill.
Luckey, Helen, '07, (Andrews), [Knox Conservatory]..Abingdon, Ill.
Luckey, Josephine, '01.....Piano player, Illinois hotel, Galesburg
Luckey, Lottie M., '00, (Hart).....Peoria, Ill.
Lueder, Amy, '08.....Galesburg
Lueder, John, '06, [Brown's].....Galesburg
Lueder, Roland, '10, [Brown's].....Galesburg
Lunberg, Edwin, '09.....Marshall Field & Co., wholesale, Chicago, Ill.
Lundgren, Tillie, '81, (Adolph Rundquist).....White Hall, Mich.
Lundstrum, Mae H. S., '09.....Stenographer, Fuel Co., Galesburg
Lundquist, Walter, '09, [Knox].....Budget print shop, Galesburg
Luvall, Esther G., '11.....S. H. Knox & Co., Galesburg
Mack, Hattie, '95, [St. Mary's of the Woods].....Galesburg
Madison, Harriet, '07.....Stenographer, C. F. Hurburgh, Galesburg
Madison, Karl E., '02, [Brown's].....Funeral director, Portland, Ore.
Main, Frances M., '98, (France), [T. S., Kind. Nor.], Marshall, Mich.
Main, Jennie, '88, (Moore).....Galesburg
Malick, Angie L., '87, (Whiting).....Kansas City, Mo.
Maloney, Mary Alice, '78, (Clark).....Galesburg
Mann, Helen A., '09, [T. S.].....Teacher, Farnham School, Galesburg
Mannering, Florence, '06.....Clerk, N. P. Nelson, Galesburg
Manning, Harold A., 98.....Vicle Motor Co., Rock Island, Ill.
Markley, Mildred, '06, (Chas. Whitver).....Galesburg
Marble, Maud, '85.....Died, ——
Mariner, Ward, '03, [Knox].....Salesman, Gales. Gro. Co., Galesburg
Marriott, Bates, '11, [Knox].....Galesburg
Marriott, Mable, '06, (Roy Barnstead).....Galesburg
Mars, Jas. A., '94, [Knox, West Point], 1st lieut., Jolo, Philippine Is.
Mars, Kate, '93, (Wilson).....Flagstaff, Ariz.
Mars, Mary, '00, [Knox].....Galesburg

Marsh, Bessie, '89, [Brown's].Head cashier, Hotel Utah, Salt Lake City
Marsh, Pauline, '08, [Brown's]...Clerk, O. T. Johnson Co., Galesburg
Marshall, Josephine, '01, (King).....Bathgate, N. Dak.
Martin, Albert B., '01.....Lewis Kitchen Co., Chicago, Ill.
Martin, Bessie, '85.....Principal, E. Galesburg School, Galesburg
Martin, Mildred M., '04, (Roy Landon).....Galesburg
Martin Vella V., '03, [Lombard], Inspector, State Alms Hs, Galesburg
Martin, Wm. J., '74, [Knox].....Real estate, San Francisco, Cal.
Massingill, Ella L., '10, [Cottage Hospital].....Nurse, Galesburg
Massie, Beatrice, '04, (Erwin).....Nolan, New Mex.
Massie, Harriett, '01, (Irwin).....Springfield, Ill.
Mason, Amanda S., '69, (Tuten), [Knox].....Died, ——
Mason, Donald L., '11.....Teacher, Salem School, Galesburg
Mason, Ernest T. S., '83.....Prudential Life agent, Galesburg
Mason, Katherine A., '02.....Galesburg
Mason, Mattie, '02, (Thompson).....Collector, Dr. Morris, Galesburg
Mason, Zella B., '09, (Powell).....Rock Island, Ill.
Matteson, Frank, '85.....Pres., Purington Brick Co., Galesburg
Matteson, Ralph, '95, [Knox]..Foreman for contractor, Rockford, Ill.
Matteson, Minnie, '01.....Wataga, Ill.
Mather, Alice, '84, (C. J. Wood), [Knox].....Galesburg
Mather, Harold, '05, [Knox].....Practicing law, Belen, New Mex.
Mathers, Aaron, '10, [Knox, Notre Dame].....Farmer, Laura, Ill.
Mathers, Andrew, '11, [Notre Dame].....Laura, Ill.
Mathis, Alta, '11.....Ancona, Ill.
Matthews, Linn, '03, [Knox].....Parole officer, Joliet, Galesburg
Maury, Maude T., '98, (Lawrence).....Galesburg
Maxwell, Minnie Luella, '11.....Galesburg
Maxwell, Jennie, '99, (Priaulx).....Tacoma, Wash.
Maxwell, Will C., '93.....Atty. for the Edison Co., East Orange, N. J.
Mayes, John B., '11, [Lombard].....Mgr., Elite Theatre, Galesburg
Mayer, Oscar, '93.....Hotel manager, Chicago, Ill.
Mazzone, Lena Josephine, '10.....Walsenburg, Colo.
MacHale, Lillian, '05, [Lombard].....Galesburg
MacLaughlin, Maude, '05, [Knox].....Galesburg
McBride, Isabel, '07, (Steinbrecher).....Burlington, Ia.
McCabe, Frank L., '06, [Knox].....Chicago, Ill.
McClelland, Bruce C., '04, [Knox]...Land reclamation, Bancroft, Wis.
McClanahan, Vaughn, '10, [Knox, Physicians & Surgeons]...Galesburg
McClintock, Everett, '10, [Brown's]...Trav., Rebington Co., Galesburg
McClure, Bonnie Jean, '11.....Clerk, N. P. Nelson Co., Cameron, Ill.
McClure, Gertrude M., '11, [U. of Valparaiso].....Valparaiso, Ind.
McClure, J. Ross, '00.....Simpson-McClure Lumber Co., Galesburg
McClure, Violet B., '03.....Galesburg
McClure, F. Webster, '09.....Mgr. lumber yard, St. Francesville, Ill.
McCollum, Bessie, '10, [Knox].....Galesburg
McCollom, Caroline, '09, [Knox], Sten., McCollom Bros., Galesburg
McCoy, Daniel, '07.....Farmer, Laura, Ill.
McCoy, Marie, '07.....Farm, Laura, Ill.
McCoy, Winifred D., '03, [Simmons], Teacher, Dom. Arts, Pana, Ill.
McCreary, Marjorie L., '10.....Galesburg
McCullock, Birdie, '99, (Lindburg).....Galesburg
McDonald, Ida G., '02, [Gregg School, Lombard].....Galesburg

McGrath, Mary, '10.....Telephone operator, Galesburg
McKee, Mildred J., '10.....Galesburg
McKee, Jean, '03, [Knox Con.].....Teacher, Pianoforte, Galesburg
McKelvie, Ward, '08.....North Henderson, Ill.
McLaughlin, Lulu M., '97, (Flynn).....Galesburg
McMasters, Mary E., '97, (W. A. Thompson).....Altona, Ill.
McMeen, James, '07.....Electrician, Peoria, Ill.
McMeen, Marian, '06.....Teacher, Peoria, Ill.
McNear, Ethel M., '02.....Died, 1908
McNear, Lee, '05.....Cement worker, Galesburg
McQuillan, Kate, '80, (D. Morley).....Galesburg
McWilliams, Fred R., '04..Kan. Mgr., Quincy Show Case Co., Wichita
Mead, Ora, '08.....Farmer, North Henderson, Ill.
Mecum, Alice, '04, (Boyer), [Knox].....Galesburg
Meeks, Faye, '09, [Lombard].....Galesburg
Meeks, Wm., '08, [Brown's]..Bookkeeper, W. A. Jordan Co., Galesburg
Mehler, Hazel, '07, [Knox].....Galesburg
Melburg, Minnie, '89, (Carlson).....Galesburg
Melin, Lillie M., '06, (Herman Linner).....Galesburg
Melville, Susan Gracia, '09, [Knox].....Galesburg
Merrill, Nellie A., '86, (Schultz).....Los Angeles, Cal.
Mills, Elsie, '04, (C. A. Duncan).....Monmouth, Ill.
Mills, Evelyn, '01.....Teacher, Galva, Ill.
Miller, Douglas, '08, [Knox].....Bellview, Idaho
Miller, Ethel Lass, '11, [Knox].....Galesburg
Miller, Glenn F., '98, [Knox, U. of Ill.]..Baker Mfg. Co., Chicago, Ill.
Miller, Harvey, '05.....Telephone Co., Chicago, Ill.
Miller, Herbert, '07, [Knox].....Galesburg
Miller, Ivan, '02.....Bookkeeper, C. B. & Q., East St. Louis, Ill.
Miller, Mabel, '07.....Galesburg Union Telephone Co., Galesburg
Miller, Maud, '96, (Keenan).....Galesburg
Miller, Myra, '95.....Teacher, Knoxville, Ill.
Milmine, Edward, '89.....Union Pacific R. R. Co., Omaha, Neb.
Mitchell, Alice, '07, [T. S.].....Teacher, Bateman School, Galesburg
Moberg, Ernest, '11.....Farmer, Cameron, Ill.
Moberg, Linnie C., '82.....Seattle, Wash.
Moberg, Nettie A., '82.....Seattle, Wash.
Moline, Lillie, '05.....Bishop Hill, Ill.
Monds, Mary, '05, (Archie Dunham).....Galesburg
Moore, Bernice, '07, (Archie Powell).....Rock Island, Ill.
Moore, Jas. M., '87.....Spokane, Wash.
Moore, Katherine A., '98.....Teacher, China painting, Galesburg
Moore, Mabel, '08, [Bradley].....Peoria, Ill.
Moore, Mary, '01.....Bookkeeper, Walton-Van Huffel Co., Galesburg
Moore, Peter P., '97, [Knox, Anna Morgan School of Eloc.], Died, 1905
Moore, Tom, '01, [Brown's], Sten. Hickman, Williams & Co., Chicago
Morey, Jessie, '03, (Montgomery).....Chicago, Ill.
Morey, Mabelle, '01.....Office, Gas & Electric Light Co., Galesburg
Morrison, Gertrude, '06, (Curtis).....Hermon, Ill.
Morse, Archie S., '11, [Knox].....Galesburg
Moshier, Cornelia, '01, (Clearwater), [Knox].....Oneida, Ill.
Moshier, Maude, '89, (Wright), [Knox, Cottage Hospital]...Died, 1910
Mott, Kathryn, '99.....Rio, Ill.

Mount, Anna Adelia, '10, [Lombard].....Galesburg
Muir, Ella, '00, (R. O. Housh), [Knox Con., T. S.].....Galesburg
Muir, Sadie, '99, [Cottage Hospital].....Nurse, Galesburg
Muncey, Elizabeth, '06, [Conservatory, Cincinnati].....Hamilton, Ohio
Munsell, Hattie E., '80, [Knox, Cook Co. Nor., Art Inst.]..Chicago, Ill.
Munson, Caroline, '89, (Brooks), [Knox Con., Chic. Mus.], Galesburg
Munson, Dorothy, '02, [T. S.].....Teacher, Douglas School, Galesburg
Munson, Laura Josephine, '09, [Augustana].....Galesburg
Munson, Leo G., '10.....Wells Fargo Express Co., Galesburg
Munson, Marie, '00, [Kind. Normal].....Kind. teacher, Chicago, Ill.
Murdock, Chas., '85, [Knox].....Fairview, Nev.
Myers, Dorothy, A., '94, (O. L. Judson).....Galesburg
Myers, Harry, '09, [Physicians & Surgeons].....Galesburg
Nash, Beth H., '04, [Tuft's College, Mass.].....Los Angeles, Cal.
Necasek, Leo, '10, [Brown's].....Stenographer, "Q" offices, Galesburg
Neely, Walter D., '97.....Asst. postmaster, Butte, Mont.
Neff, Glenn R., '10, [Stetson Univ.].....De Land, Fla.
Neifert, Ira, '08, [Knox].....Galesburg
Neil, Florence, '08, [Knox, T. S.].....Teacher, Galesburg
Neiswender, Mary, '99.....Teacher, Geneseo, Ill.
Nelson, Ada M., '08, [Knox].....Galesburg
Nelson, Addie L., '81.....Bookkeeper, Galesburg
Nelson, Alvira N., '03, [Lombard].....Died, 1905
Nelson, Arthur A., '01.....Marshall Field & Co., Chicago, Ill.
Nelson, Clarence L., '00.....Banker, Bliss, Idaho
Nelson, Delphia, '07.....Bookkeeper, Dr. Longbrake, Galesburg
Nelson, Edna K., '10, [Knox Conservatory].....Galesburg
Nelson, Edwin, '03.....Chicago, Ill.
Nelson, Effie, '83, (Barr).....Chicago, Ill.
Nelson, Elfreda, '90, (Olson).....Galesburg
Nelson, Emily A., '94, (P. E. Boyer).....Galesburg
Nelson, Esther, '10.....Galesburg
Nelson, Helen, '91.....Stenographer and bookkeeper, Galesburg
Nelson, Hortense, '10, [Knox].....Galesburg
Nelson, Julia M., '03.....Clerk, P. C. Tryner, Galesburg
Nelson, Lida, '00.
Nelson, Lincoln A., '06.....Draftsman, Detroit, Mich.
Nelson, Marian, '69.....Teacher, Churchill School, Galesburg
Nelson, Myrtle A., '11, [Post Graduate].....Galesburg
Nelson, Vera Albertina, '09.....Galesburg
Ness, Viola, '10, [Knox].....Wichita, Kan.
Newcomer, Carrie, '01.....N. Henderson, Ill.
Newcomer, Ray, '01.....Farmer, N. Henderson, Ill.
Newell, Lottie J., '65, [Knox].....Galesburg
Newton, Nellie, '96, (A. M. Childers).....Galesburg
Nirdlinger, Gertrude, '00, (Hirsch), [Knox].....Burlington, Ia.
Nirdlinger, Sidney, '02, [Knox, Johns Hopkins]....Chemist, Galesburg
Noble, Earl G., '06.....Died, 1908
Noble, Ralph M., '06, [U. of Ill., Leland Stanford U.]...Palo Alto, Cal.
Norine, Margaret, '07, [Colorado University].....Denver, Colo.
Norris, Frank L., '01.....Book merchant, Kirksville, Mo.
Norton, Albert Henry, '00.....Fireman, Burlington, Ia.
Norton, Anna, '00, (Gurley), [Training School].....Galesburg

Norton, Anna Marie, '10.....Galesburg
Norton, Florence M., '97, (Ed. Tobin).....Galesburg
Norton, Wm. E., '98.....Farmer, Galesburg
Nystrom, Josie, '08.....Galesburg
Nystrom, Minnie, '03, (Herman Peterson).....Kansas City, Mo.
Nystrom, Verna, '04, [Training School].....Died, 1908
Obenlander, Ethel May, '11....Sten., Willis Cornice Works, Galesburg
Oberg, Belinda, '94, (J. I. Engstrand), [Knox Con.].....Galesburg
Oberg, Florence, '04.....Galesburg
Oberg, Lillie Louise, '00.....Galesburg
Oberg, Selma, '95, [Knox Con.].....Stenographer, Spokane, Wash.
Oberg, Stanley, '01.....Grocer, Galesburg
Ogden, Mary Adeline, '98, (Capps).....Berwick, Ill.
Ohls, Lura, '06, (Thos. Chalmers), [Cottage Hospital].....Galesburg
Ohls, M. Marjorie, '10, [U. of Ill.].....Urbana, Ill.
Oleen, Carl, '95.....Clerk, Chicago, Ill.
Oleen, Clara H., '94, [Knox, Brown's], Westinghouse Co., Denver, Colo.
Oleen, Evelyn, '01.....Chicago, Ill.
Oleen, Wilford, '00.....Kansas City, Mo.
Oleson, Maud E., '02.
Olin, Ida R., '80, (Charles Goldsmith).....Lincoln, Neb.
Olmstead, Flora E., '63, (John Avery), [Knox].....Galesburg
Olson, Agnes Mildred, '10,, [Knox].....Galesburg
Olson, Anna M., '86, (Eckstrand).....Kansas City, Mo.
Olson, Bessie, '07, [Brown's]..Bookkeeper, Gross Mfg. Co., Galesburg
Olson, Edna Karna, '10.....Farm, Galesburg
Olson, Ellen, '85, (Johnson).....Galesburg
Olson, Ellen, '08.....Teacher, Altona, Ill.
Olson, Gregg, '07, [Knox].....Print shop, High School, Galesburg
Olson, Irene, '00, (Walter Frank), [Knox, T. S.].....Galesburg
Olson, James O., '82.....Died, 1887
Olson, Louise, '85.....Galesburg
Olson, Myrtle, '06, (Patten).....Galesburg
Olson, Nettie, '88.....Galesburg
Olson, Stella A., '87, (Swanson).....Galesburg
Orgibet, Mattie M., '02.....Galesburg
Orgibet, May, '99, (Herron).....Galesburg
Ostrander, Bertha, '01.....Galesburg
Ott, Addie M., '06, (Carlisle Carroll).....Chicago, Ill.
Overlander, Katie, '96, (Lutgens).....San Diego, Cal.
Overlander, Lucy, '00.....North Dakota
Packard, Cora, '89, (Wood).....Died, 1903
Packard, Lottie, '76, (Williams).....Died, ——
Page, Edith, '03, [Knox Con.].....Teacher, Pianoforte, Galesburg
Page, Frank G., '96, [Brown's]...Clerk, S. P. & S. R. R., Portland, Ore.
Page, Mary L., '04.....Teacher, High School, Galesburg
Palm, Esther, '09....Stenographer, Ill. Anti-Saloon League, Galesburg
Palmer, Daisy Irene, '10.....Galesburg
Palmgren, Ella F., '11.....Home Telephone office, Galesburg
Palmquist, Alma C., '06, [Augustana]..Sten., Bank of Gales., Galesburg
Palmquist, Nancy, '08, (M. E. Scullen).....Galesburg
Palmquist, Verner C., '11.....Clerk, China store, Ottumwa, Ia.
Panhorst, Earl H., '02.....Carpenter, Portland, Ore.

Panhorst, Florence, '11.....Home Telephone office, Galesburg
Panhorst, Pearl, '07.....Galesburg
Parker, Carrie A., '77, (Magers).....Galesburg
Parry, Josie, '91, (J. W. Grubb).....Galesburg
Patch, Alice, '84, [Knox, Kind. Normal].....Died, 1911
Patterson, Ralph, '96..City salesman, Baker Cocoa Co., St. Louis, Mo.
Paul, Gladys, M., '11.....Milliner, Galesburg
Pawling, Robert, '09.....Teacher, Pleasant Grove School, Galesburg
Payton, Mary, '11.....Galesburg
Pearson, Esther, '87.....Clerk, Kellogg, Drake & Co., Galesburg
Pearson, Esther E., '09, [Brown's]..Bookkeeper, Physicians, Galesburg
Pearson, Hattie I., '11.....Pianist, Colonial Theater, Galesburg
Pease, Bertha, '01, (Lee).....Alexis, Ill.
Pease, Guy, '99.....Farmer, Plattsville, Colo.
Peck, Clyde A., '01.....Teacher, Conservatory, Dubuque, Ia.
Peck, Emma, '97.....Galesburg
Peck, Henry, '96, [R. I. Sch. of Design], Illustrator, Wilmington, Dela.
Peck, Margaret, '01, (R. N. Turner), [Knox].....Palenville, N. Y.
Penn, Edythe, '08.....Office, Dr. Safford, Galesburg
Perkins, Clayton, '91.....Real estate, Durango, Colo.
Peterson, Alvah, '07, [Knox, U. of Ill.].....Galesburg
Peterson, Anna F., '09, [Knox Conservatory].....Galesburg
Peterson, Anna H., '02.....Galesburg
Peterson, Anna J., '98, [Episcopal Deaconess School].....Galesburg
Peterson, Anna M., '86, (Pankey).....Galesburg
Peterson, Arthur R., '09.....Clerk, Peterson's Grocery, Galesburg
Peterson, Bertha I., '10, [Knox].....Teacher, Knox Co., Galesburg
Peterson, Beulah, '10...Stenog., Galesburg Machine Works, Galesburg
Peterson, Carl Lawrence, '02.....Chicago, Ill.
Peterson, Eda C., '81, (Swanson).....Minerlake, Mich.
Peterson, Edith, '11.....Coad's Book Store, Galesburg
Peterson, Edna, '06...Bookkeeper, Burgland's meat market, Galesburg
Peterson, Eleanor S., '09, [Knox].....Galesburg
Peterson, Ella H., '11.....Galesburg
Peterson, Estelle, '08.....Teacher, Victoria, E. Galesburg
Peterson, Esther O., '83, (Larson), [Brown's].....Died, 1905
Peterson, Ethel Louise, '11.....Galesburg
Peterson, Florence E., '10.....Galesburg Union Tel. Co., Galesburg
Peterson, Gertrude, '91, (Kerr), [Knox].....Detroit, Mich.
Peterson, Hattie, '92, [Brown's].....Bookkeeper, Kewanee
Peterson, Hazel, '05.....Galesburg
Peterson, Hazel L., '11...Sten., Elec. Wiring & Supply Shop, Galesburg
Peterson, Hilma C., '98.....Galesburg
Peterson, Jennie, '84, (Madison).....Galesburg
Peterson, Jennie E., '08.....Stenog., Galesburg Piano Co., Galesburg
Peterson, Lawrence A., '07.....Galesburg
Peterson, Lella I., '04.Sten., State Board of Exam. of Nurses, Chicago
Peterson, Lillie, '96, (Hugh Steele).....Galesburg
Peterson, Lillie, '05, (Bergstrom).....Galesburg
Peterson, Lola E., '03, (Haswell).....Kewanee, Ill.
Peterson, Mabel, '05.....Galesburg
Peterson, Maud B., '02.....Stenographer, Chicago, Ill.
Peterson, Myrtle E., '02.....Bookkeeper, Union Hotel, Galesburg

Peterson, Nettie L., '94, [Brown's].....Galesburg
Peterson, Selma A., '98, [Knox, T. S.].....Kenmual, Alsask, Canada
Peterson, Violet, '05.....Stenographer, A. O. Lindstrum, Galesburg
Peterson, Wallie, '05...Asst. Wire Chief, Gales. Union Tel., Galesburg
Peterson, Willma M., '06, [T. S.]..Teacher, Churchill School, Galesburg
Peterson, J. Willis, '01.....People's Trust & Savings Bank, Galesburg
Phelps, Anna S., '71.
Phillips, Eugene, '11.....Grocer, Galesburg
Phillips, Mary, '78, (Coffey).....Galesburg
Phillips, Velma, '10, [Knox].....Galesburg
Piatt, Roy L., '99, [Knox].....Grain dealer, Galesburg
Pierson, Jennie, '90, (Roadstrum).....Galesburg
Pierson, Roy Harold, '11.....Farmer, Galesburg
Pillsbury, Harris, '04, [Knox, McCormick Theol. Sem.].....Galesburg
Pine, May, '87, [U. of Chi., Coll. of Osteopathy].....Los Angeles, Cal.
Pittard, George, '08.....Farmer, Monmouth, Ill.
Plattenberg, Lucile, '99, [Knox].....Canton, Ill.
Porter, John R., '83.....Cashier, Bank, Orange, Cal.
Porter, Paul, '11, [Knox].....Galesburg
Potter, Alice S., '83.....Stenographer, New York
Potter, Harriet, '88, (Byram).....Effingham, Ill.
Potter, Herman H., '97, [Knox]....Mgr., Gas works, Washington, Ind.
Potter, Lois, '08, [Knox].....Galesburg
Potter, Mark J., '98.....Traveling salesman, Chicago, Ill.
Potter, Mary, '09, [Knox].....Galesburg
Potts, Erma, '08, (Lanihan).....Sheridan, Wyoming
Powell, Matie G., '87, (Taylor).....Galesburg
Powelson, Horace Elwood, '09, [Knox].....Galesburg
Pratt, Robert, '01.....Civil Engineer, Galesburg
Presson, Nellie M., '03, (Weston).....Galesburg
Price, Anna L., '98, (Moore).....Chicago, Ill.
Price, Cora, '08, [Business Coll.].....Stenographer, Oskaloosa, Ia.
Prince, Henry, '07, [Knox, Wash. U., Harvard Law].....Galesburg
Prince, Irving H., '10, [Knox].....Galesburg
Pugh, Earl, '00.....Brakeman, Long Beach, Cal.
Purington, Helen, '04, (Jesse Phillips).....Chicago, Ill.
Purington, Stewart, '08, [Knox].....Des Moines, Ia.
Purviance, Carolyn, '05, [Knox Con.]..Nurse, St. Luke's, Chicago, Ill.
Purviance, Edith, '03.....Galesburg
Purviance, Grace M., '04, [Knox].....Teacher, Virden, Ill.
Putnam, Blossom S., '11.....Teacher, Wataga, Ill., Henderson, Ill.
Quick, Esther, '09.....Teacher, Ft. Sumter School, Altona, Ill.
Quinlan, Marie, '03, (Keips).....Fon du Lac, Wis.
Quinlan, Martin, '96...City collector, Jones & Laughlin, Chicago, Ill.
Ragon, Nellie Mae, '09, [Training School].....Died, 1911
Ramp, John, '01.....Telegraph operator, Galesburg
Rathbun, Frederick J., '04, [Knox].....New Windsor, Ill.
Rathbun, George L., '04, [Knox].....New Windsor, Ill.
Rawalt, Harry, '00.....Operator, N. W. Telegraph Co., N. Dakota
Rawalt, Milo, '05, [Brown's].....Farmer, Canton, Ill.
Rawles, Blanche, '08, [T. S.].....Teacher, Churchill School, Galesburg
Ray, Jessie F., '77, [Knox].....Teacher, High School, Galesburg
Ray, Linnie G., '80, (Swag)....Teacher, Hitchcock School, Galesburg

Raymond, Addie, '88, (Gaylord).....La Grange, Ill.
Raymond, Helen, '07, [Knox Conservatory].....Galesburg
Read, Caroline, '06, [Knox].....Stenographer, St. Joseph, Mo.
Read, Grace Katherine, '10.....Stenographer, St. Joseph, Mo.
Read, Henry H., '98, [Knox].....Mossleigh, Alberta, Canada
Read, Robert S., '04, [Knox].....Mossleigh, Alberta, Canada
Ream, Albert J., '87.....Contractor, Galesburg
Ream, Grace, '96, [St. Luke's, Highland Hosp.]....Nurse, New York.
Ream, Helen E., '10, [Lombard].....Galesburg
Rearick, Marie, '05, [Knox, Training School].....Galesburg
Redfield, George, '91, [Knox]....Gen. Electric Co., Minneapolis, Minn.
Redfield, Mary, '84.....Died, 1892
Reed, Verne, '07.....Peoria, Ill.
Regnier, Ethelyn, '97.....Died, ——
Regnier, Jessie I., '09, [Brown's].....Stenographer, Galesburg
Regnier, Mary, '99, (Pierce).....Wataga, Ill.
Regnier, Trella, '92, (Burch).....Elbron, Ia.
Renstrom, Alfred, '92, [Brown's].....Shipping clerk, Moline, Ill.
Repine, Etta, '01.....Rock Island, Ill.
Reynolds, Clara, '88.....Died, 1895
Reynolds, Fannie, '91, (Paine).....Abingdon, Ill.
Reynolds, James, '89.
Reynolds, James B., '01, [Gem City Business].....Abingdon, Ill.
Reynolds, Nellie F., '83, (F. Hamblin)...Teacher, Grand Rapids, Mich.
Reynolds, Sarah, '89.....Grand Rapids, Mich.
Rhodes, Helen, '11, [Michigan Univ.].....Ann Arbor, Mich.
Rhodes, Helen E., '04, (Moorehead).....Waterloo, Ia.
Rhodes, Letitia, '05, [Knox Conservatory].....Galesburg
Rice, Delia M,'80, (Matheny), [Kn,U of Z,U of M,J Hop] Phys,Galesburg
Ringstrom, Emma C., '79.....Died, 1893
Rich, W. H., '02, [Lombard], Teacher, Stanford Univ., Palo Alto. Cal.
Richards, Helen, '07, (Judd).....Galesburg
Richardson, Ada Frances, '09.....Galesburg
Richey, Frances E., '03, [Lombard]...Teacher, High School, Galesburg
Richter, Minnie A., '06, (Frank Westfall).....Chicago, Ill.
Ricky, William, '01, [Brown's].....Rocky Ford, Colo.
Ridgeley, Clarence, '90.....Mechanical Engineer, Litchfield, Ill.
Ridgely, George, '90.....Died, 1890
Ring, Linné, '11.....Brick yards, Galesburg
Risburg, Esther A., '11.....Clerk, O. T. Johnson Co., Galesburg
Risburg, Fred A., '08.....Mgr., Cigar store, St. Paul, Minn.
Risley, Inez, '92, [T. S.].....Teacher, Weston School, Galesburg
Roadstrum, Clayton, '99, Trav. salesman, Milburn Co., Indianapolis, Ind.
Roadstrum, Forrest A., '02.....Terry Lumber Co., Beardstown, Ill.
Roadstrum, Nellie, '92, (Inness), [Brown's].....Galesburg
Roadstrum, Ralph, '93.....Mgr., Union Telephone Co., Galesburg
Robb, Clell R., '09, [Brown's]...Stenog., W. A. Anderson's, Galesburg
Robb, Madge, H., '11.....Teacher, Cameron, Ill.
Robb, Nellie, '08.....Teacher, Dunlap School, Galesburg
Robbins, Margaret C., '09.....Clerk, O. T. Johnson Co., Galesburg
Robbins, Zilpha, '04, [Knox, Rush Medical].....Chicago, Ill.
Robinson, Hazel M., '02, [Brown's].....Stenographer, Chicago, Ill.
Robson, Eleanor H., '10, [Knox].....Galesburg

Robson, Ruth M., '11, [Knox].....Galesburg
Robson, Stuart H., '10, [Brown's, U. of Ill.].....Galesburg
Rockwell, Verona, '10, [Knox].....Galesburg
Roberts, Etta, '03, (Lowell).....Galesburg
Roberts, Harold, '05.....Farmer, Ontario, Ill.
Roberts, Mabel, '94, (J. S. Burton).....Columbus, Wis.
Roberts, May B., '86, (E. J. King), [Knox].....Galesburg
Robertson, Allen, '10.....Farmer, Rio, Ill.
Robertson, Eugene A., '11, [Knox].....Galesburg
Robertson, Fred, '01.....Wells, Fargo Express Co., Galesburg
Robertson, Mary, '08.....Farm, Galesburg
Robertson, Maud, '07, [Knox].....Farm, Galesburg
Root, Elizabeth D., '97, (Wm. Barry), [Knox].....Galesburg
Rodormer, Bessie A., '02.....Milliner, Galesburg
Roderick, Ben K., '10.....Bookkeeper, Des Moines, Ia.
Roffey, Minnie, '84, (Goddard).....Jamesport, Mo.
Rogers, Chas. B., '98...Shipping clerk, Herschel Mfg. Co., Peoria, Ill.
Rogers, Clara, '00, (Caldwell), [Knox Conservatory].....Galesburg
Rogers, Ella, '01.....Clerk, O. T. Johnson Co., Galesburg
Rogers, G. Fern, '03, [Knox].....Galesburg
Rogers, Geo. E., '98.....Real estate, New York, N. Y.
Rogers, Harry E., '98.....Tourist Conductor, "Q," Chicago, Ill.
Rogers, Lila, '99.
Rogers, Mary, '06.....Stenog., Galesburg Grocerv Co., Galesburg
Rogers, Ralph, '03, [Knox]....U. S. Indian service, Toppenish, Wash.
Root, Buell, '95, [Knox].....Traveling salesman, Lincoln, Neb.
Root, Reba, '99, (Wannemaker).....Galesburg
Rose, Hazel M., '10.....Studying music, Galesburg
Rose, Harry, '06..Mgr. Terry Lumber Co., Roseville yard, Roseville, Ill.
Rose, Mabel C., '09, [Brown's]....Clerk, O. T. Johnson Co., Galesburg
Rosenau, Millie, '99.....Chicago, Ill.
Rosengren, Tulip, '07, [Brown's].....Dressmaker, Galesburg
Ross, Laverna L., '03, (Haynes).....Seattle, Wash.
Ross, Mae Anna, '09.....Galesburg
Rowan, Isal, '06, (Aldrich), [Knox Con., Oberlin]....Stoutsville, Mo.
Rugar, Jennie S., '75, [Knox].....Artist, Joliet, Ill.
Rumbeck, Mamie, '01, (Anderson).....Peoria, Ill.
Rundquist, Olga, '06, [Knox Con.].....Teacher, music, Galesburg
Runkle, Louise, '01, [T. S.].....Teacher, Bateman School, Galesburg
Rusk, Louella, '85.....Dressmaker, Galesburg
Rusk, Wilbur M., '10, [Brown's].....Galesburg
Russel, Leone Ruby, '11.....Wataga, Ill.
Ryan, Cecilia C., '82.....Died, 1893
Ryan, Helen, '08, [Knox].....Galesburg
Ryan, Lizzie M., '78, (Balensifer).....Died, 1901
Ryan, Marion Cecelia, '11, [Knox].....Galesburg
Ryan, Robert, '11, [Knox].....Galesburg
Sadler, Anna, '88, (Sturgeon).....Peoria, Ill.
Sage, Mabel, '01, (Gabrielson).....Denver, Colo.
Salem, Arthur Renhold, '09.....Farmer, Galesburg
Salem, Edna Irene, '09.....Clerk, general store, Soperville, Ill.
Salisbury, Florence M., '11, [Brown's].....Galesburg
Sanborn, Earle, '07, [Knox].....Galesburg

Sanburg, Martha, '11.....Clerk, O. T. Johnson Co., Galesburg
Sandberg, Mary, '93.....Registered Nurse, Galesburg
Sandell, Madora G., '97..Bookkeeper, Fidelity S. & L. Assn., Galesburg
Sandquist, Sara, '98, (Johnson).....Eskilstuna, Sweden
Sauter, Ray, '06, [Knox].....Galesburg
Sauter, Vera, '10, [Knox].....Galesburg
Schaeffer, Alice L., '98, (Durham).....Los Angeles, Cal.
Scheiderman, Arlie, '97.....Clerk, The Fair, Chicago, Ill.
Schoettler, Arthur, '07, [Knox, Bradley].Teacher, Grand Rapids, Mich.
Schoettler, Laura, '07, [Knox].....Teacher, High School, Toulon, Ill.
Schoettler, Lewis, '00.....Machinist, Springfield, Mo.
Schoettler, Myrtle M., '10...Stenog., Wagoner Printing Co., Galesburg
Scholes, Alla, '05.....Clerk in store, Canton, Ill.
Schryver, Alice M., '78, (Sawyers), [Knox].....Died, 1893
Schryver, Anna A., '77, [Michigan Univ.]..Teacher, Ann Arbor, Mich.
Schultz, Gretchen H., '09, [Lombard].....Galesburg
Schultz, Olga, '11, [Post Graduate].....Galesburg
Schwerer, Atlena B., '87, (Baer).....Henderson, Ill.
Scoglund, Maud Olivia, '97, (Whipple).....Galesburg
Scott, Anna, '96, (C. F. Hurburgh), [Knox Con.].....Galesburg
Scott, Chas. G., '74.....Wholesale grocer, Minneapolis, Minn.
Scott, Edwin J., '94, [Brown's].....Grocer, Galesburg
Scott, Elizabeth L., '98.....Galesburg
Scott, Gilbert, '88.....Grocer, Galesburg
Scott, Jewell, '10.....Clerk, O. T. Johnson Co., Galesburg
Scott, Preston, '01.....Meat inspector, E. St. Louis, Ill.
Scudder, Ella, '88, (Eckenberger).....Decatur, Mich.
Scudder, Lillie, '92, (Ridler).....New York, N. Y.
Scurry, Wm. J., '11.....C. B. & Q. repair yards, Galesburg
Seacord, Marie, '03, [Knox].....Galesburg
Searle, Arthur, '05.....Collector, Gas & Electric Light Co., Galesburg
Searles, Milford, '89, [Knox].....Collector, Rep.-Reg., Galesburg
Searles, Roe, '00.....Switchman, "Q," Galesburg
Seastedt, Clara, '93, (Salzberg).....Galesburg
Seeley, Frankie, '08, [Knox].....Galesburg
Segrist, Aleta Mary, '09, [Lombard].....Galesburg
Selleck, Mable E., '93, (Dr. Hyde), [Nurse's Train'g]...Willmette, Ill.
Selleck, Mamie, '98, (H. A. Drake).....Galesburg
Selk, Adelaide, '79.....Seymour, Ill
Senate, Flora, '99.....Nekoma, Ill.
Seymour, Ona Elizabeth, '11, [Brown's].....Geneseo, Ill.
Shadley, Harold M., '10, [Brown's]....."Q" office, Galesburg
Shadley, Hazel Marie, '11, [Knox].....Galesburg
Shaffer, Elma, '01, (Thompson).....Casper, Wyo.
Shannon, Lucy, '91, (Mell Evans).....Galesburg
Shannon, Maud, '93, (Blue).....Canton, Kan.
Sharp, Beulah N. M., '11.....Gross Mfg. Co., Galesburg
Sharp, John, '03.....Ranchman, Haxton, Colo.
Sharp, Pearl Adelia, '10.....Teacher, Henry School, Galesburg
Shaver, Harold, '07.....Farmer, N. Henderson, Ill.
Shaver, Winifred, '08, [Knox].....Galesburg
Shaw, Allie M., '86, (McCullough).....Omaha, Neb.
Sheldon, Carrie, '98.....Art teacher, Galesburg

Sheridan, Frances, '99, (Boyd).....Chicago, Ill.
Sheridan, Laura A., '10.....Farm, Cameron, Ill.
Sheridan, Maude, '95, (Sayles), [Brown's].....Peoria, Ill.
Sherman, Myrtle, '94, (Cardiff), [Knox], German tutor, Topeka, Kan.
Shoreen, Albert, '01.....Died, 1905
Shull, Harry, '00.....Drug store, Abingdon, Ill.
Shumway, Jesse G., '08.....Galesburg
Shults, Maude, '93.....Soperville, Ill.
Sigsbee, Ray, '00, [Knox, Heidelberg Univ.].....Heidelberg, Germany
Simcox, Myrtle, '94, (Stevenson).....Hollywood, Los Angeles, Cal.
Simms, Edna C., '03.....Teacher, Galesburg
Simpson, Clarence, [Bradley].....Peoria, Ill.
Sipes, Matie, '09.....Clerk, O. T. Johnson Co., Galesburg
Sisson, Fred W., '79, [Knox].....Died, 1908
Skinner, Fannie A., '75, (Northcutt).....Trinidad, Colo.
Slack, Noma, '08.....Teacher, Bateman School, Galesburg
Slater, Ruby M., '04.....Teacher, Wetmore School, Rio, Ill., Galesburg
Slattery, Geo., '99, [Knox, Bellevue].....Physician, New York City
Slattery, Maggie, '95, [Knox].....Teacher, Galesburg
Slosson, Grace Isabelle, '11, [Knox].....Galesburg
Small, Mary Agnes, '11.....Teacher near Yates City, Yates City, Ill.
Smith, Bessie L., '86.....Photographer, Council Grove, Kan.
Smith, Blanche, '95, (Tyler).....Died, 1905
Smith, Blanche, '97, (Bates), [Knox].....Gulf Crest, Ala.
Smith, Charles, '96.....Mechanic, "Q," Galesburg
Smith, Edith, '03, (H. A. Bowden).....London Mills, Ill.
Smith, Estelle M., '02, (L. Barlow).....Galesburg
Smith, Ethel Euphemia, '00.....Music teacher, Tacoma, Wash.
Smith, Franklin C., '10.....Lake Forest, Ill.
Smith, Fred C., '04.....Moline, Ill.
Smith, Georgia A., '80, (Geo. W. Gale), [Knox].....Galesburg
Smith, Gilbert, '01.....First National Bank, Canton, Ill.
Smith, Harry E., '01.....Adams Express Co., St. Louis, Mo.
Smith, Harry O., '94, [Knox].....Died, 1909
Smith, Herbert A., '89, [Knox].....Real estate, Galesburg
Smith, James Wesley, '02.....Farmer, Abingdon, Ill.
Smith, Jessie, '90.....Galesburg
Smith, Laura, '96, (Otis Goff), [Training School].....Galesburg
Smith, Lois, '96, (Squires).....O. T. Johnson Co., Galesburg
Smith, Louise D., '03.....Galesburg
Smith, Marie, '09, [Knox].....Galesburg
Smith, Mariel, '08, (J. W. Whittaker).....Galesburg
Smith, Mary Grace, '97..Stenographer, Arnold Law Office, Galesburg
Smith, May, '91.....Galesburg
Smith, Minnie L., '82, [Knox].....Teacher, High School, Galesburg
Smith, Ralph C., '04, [Brown's].....Galesburg
Smith, Ruth, '90, (Gray).....Galesburg
Snap, Lillian, '07, (Kennedy).....Galesburg
Snowball, Marie, '02, (Pankey).....Galesburg
Snyder, Bessie, '96, (Stellwagon), [Knox].....St. Louis, Mo.
Snyder, Retta L., '04, [Knox, St. Luke's Hosp.]..Nurse, St. Louis, Mo.
Soper, Rosalie, '03.....Clerk, O. T. Johnson Co., Galesburg
Southworth, Ethel Mae, '10, [T. S.], Teacher, Central School, Galesburg

Spach, Fred J., '01.....Surveyor, Helena, Mont.
Spake, Marie, '08, [Brown's]...Stenog., Galesburg Gro. Co., Galesburg
Spaulding, De Witt, '88, [Phila. Phar.]....Druggist, New York, N. Y.
Speed, Alice L., '94, (Comber).....Galesburg
Speed, Fannie, '91, (Comber).....Galesburg
Spence, Cosette, '05, [Wilson Coll., Chambersburg, Pa.], Uniontown, Pa.
Spinner, Delia, '06, [Knox, U. of Chi.]...Teacher, High S., Galesburg
Spinner, Harold, '03, [Knox].....Real estate, Toppenish, Wash.
Springer, Florence, '02.....Nurse, Denver, Colo.
Springer, Lois, '09.....Teacher near Victoria, Galesburg
Squires, Chester A., '97, [School of Osteopathy].....Kirksville, Mo.
Squires, Gracia A., '77, (Evans).....Died, 1908
Stark, Nellie O., '94, [Brown's]..Stenog., P. T. & S. Bank, Galesburg
Steele, Lloyd Theodore, '10.....Stenog., "Q" office, Galesburg
Steele, Mildred Susan, '10, [Knox].....Galesburg
Steele, Myrtle, '08, [Brown's].....Galesburg
Stephens, Agnes Marie, '02, (Ed. Lundgren).....Woodhull, Ill.
Stephens, Lillian, '03.....Clerk, O. T. Johnson Co., Galesburg
Stephenson, Clarence Rudolph, '11, [Brown's].....Galesburg
Stephenson, Lillian Ruth, '09.....Holmes Bros. Laundry, Galesburg
Stephenson, Mamie E., '98 ,(Paulson).....Galesburg
Stevens, Carrie, '85.....Died, 1910
Stevens, Nettie, '00, (McClure).....Galesburg
Stevens, R. C., '69.....Died, ——
Stilson, Ella M., '82.....Seattle, Wash.
Stilson, Frank W., '77.....Died, 1906
Stilson, Fred, '07.....Farmer, Raley, Alberta, Canada
Stilson, Lottie W., '80, (W. H. Chambers), [Knox]...Spokane Wash.
Stimson, Bertha, '98, (Peterson).....Galesburg
Stofft, Arthur H., '98..Gen. Trav. Pass. Agent, "Q," New York, N. Y.
Stofft, Daisie D., '98, (Anderson).....Galesburg
Stofft, Frank, '91.....Gen. Mgr., Deere Plow Co., Moline, Ill.
Stofft, Lillie, '92, (Gallagher).....Moline, Ill.
Stone, Celeste, '07.....Farm, Galesburg
Stone, Georgia M., '02, (Allen).....Galesburg
Stone, Harriet, '93, (E. R. Drake), [Knox, T. S.].....Died, 1906
Stone, Martha, '89, (Hurd), [Knox].....Riverside, Cal.
Stone, Otis L., '00.....Farmer, Galesburg
Strain, Horace, '85, [Knox, McCormick Theo. Sem.].....Died, 1909
Stratford, Zula, '03, [U. of Columbia, U. of Paris].....Paris, France
Streedain, Leonard H., '09..Bookkeeper, Bank of Galesburg, Galesburg
Stromstead, Florence, '00, (Wilbur).....Galesburg
Sullivan, Catherine C., '97, (Neville), [Training School]..Streator, Ill.
Sullivan, John B., '98.....Sullivan Varnish Co., Chicago, Ill.
Sullivan, May T., '79.....Died, 1886
Sumner, Fern, '07.....Teacher, Gilson, Ill.
Sunderline, Carrie, '89, (Moor).....Kewanee, Ill.
Swain, Eulalia, '99, (Peckenpaugh).....Galesburg
Swain, Wm. Alfred, '09, [Brown's].....Gas office, Galesburg
Swan, Harold, '08, [Bradley].....Peoria, Ill.
Swank, Arthur, '09.....Clerk, general store, Birmingham, Ia.
Swank, C. Verne, '06, [Knox].....Merchant, Birmingham, Ia.
Swank, Grace Leone, '10, [Knox].....Galesburg

Swanson, Agnes, '07, (Edwards).....Galesburg
Swanson, Amelia, '99.....Galesburg
Swanson, Arthur H., '02, [Brown's].....Clerk, "Q" Supt., Galesburg
Swanson, Arvid, '06.....Machinist, Galesburg
Swanson, Cora, '00, (Sandstrom).....Galesburg
Swanson, Earle N., '02.....Farmer, Canada
Swanson, Ethel, '05.....Office, Evening Mail, Galesburg
Swanson, Florence A., '04, (Arthur Freeburg), Milestone, Sask., Canada
Swanson, Forrest Clayton, '09, [Knox].....Galesburg
Swanson, Fred Curtis, '09, [Knox, U. of Ill.].....Galesburg
Swanson, Hazel Caroline, '11, [Knox].....Galesburg
Swanson, Irene H.....Clerk, O. T. Johnson Co., Galesburg
Swanson, Jennie M., '93.....Clerk, N. P. Nelson Co., Galesburg
Swanson, Leland D., '04, [Harvard Univ.].....Galesburg
Swanson, Lillian, '05.....Bookkeeper, Com. Union Grocery, Galesburg
Swanson, Ludwig J., '97.....Traveling salesman, Galesburg
Swanson, Marie, '10, [Knox].....Galesburg
Swanson, Mary, '95, (Strandburg).....Galesburg
Swanson, Maynard, R., '04, [Knox].....Farmer, Roseville, Ill.
Swanson, Melvin, '05, [Brown's].....Prop., restaurant, Urbana, Ill.
Swanson, Nellie, '98. [T. S., Kind. Nor.], Teacher, Lincoln, Galesburg
Swanson, Ruth Otelia, '10, [Brown's].....Stenog., Brown's, Galesburg
Swartwout, Isabelle, '85, (Turner), [Pratt Inst.], San Antonio, Texas
Sweeney, Ethel, '05, [Knox].....Galesburg
Swenson, Dora, '95, (Swenson), Clerk, Singer Mach. Co., Galesburg
Swenson, George, '99.....Commission house, Chicago, Ill.
Swigert, Grayce M., '06, (Long).....Galesburg
Swigert, Harry, '92, [Knox].....Died, 1905
Swigert, Hattie, '92.....Des Moines, Ia.
Swigert, Orton, '92, [Knox].....Grocer, Des Moines, Ia.
Swisher, Ethelyn, '07...Operator,Galesburg Union Tel. Co., Galesburg
Switzer, Elizabeth, '93, (A. J. Boutelle), [Training School]..Galesburg
Switzer, Gertrude, '98.....Wataga, Ill.
Switzer, J. W.,'98, [Knox, Ia. St. U.], Clerk, Mich. Cent., Chicago, Ill.
Switzer, Robt. M., '94, [Knox, U. of Ill.]..City Ed., Register, Galesburg
Sykes, Carol, '99, [Knox].....Teacher, Pasadena, Cal.
Sykes, Martha Glenn, '09, [Knox].....Galesburg
Talbot, Edith Otha, '00.....Rock Island, Ill.
Tate, Eva, '03, (Mulvaney).....Cherokee, Ia.
Taylor, Bessie J., '04, (Palmer).....Galesburg
Taylor, Lottie M., '04, (C. W. Carlson).....Galesburg
Taylor, Myrtle, '09.....Wataga, Ill.
Taylor, Olive L., '83, (J. T. Duke),.....P. O. Reg. clerk, Galesburg
Taylor, Roy, '05.....Prop., Grand Theatre, Galesburg
Terney, Maybelle, '03.....Clerk, Chicago Bargain store, Galesburg
Terry, Julia T., '98, (Brown), [Knox].....Cleveland, Ohio
Terry, Willis, '99, [Knox].....Terry Lumber Co., Galesburg
Thiele, Florence, '07.....Teacher, Marshall, Wyoming
Thiele, Virginia, '00, [Knox, T. S.].....Teacher, Marshall, Wyoming
Thomas, Bessie A., '10.....Nurse, Cottage Hospital, Galesburg
Thomas, John H., '97.....Engineer, "Q," Galesburg
Thomas, Kate, '96, (Olson), [Training School].....Galesburg
Thompson, Alma, '98, (Darst).....Farm, Ferris, Ill.

Thompson, Alma,'03, [Knox], Private Sec., Judge Thompson,Galesburg
Thompson, Arthur B., '01...Teacher, Keokuk Med. Coll., Keokuk, Ia.
Thompson, Edyth, '10, [Knox].....Galesburg
Thompson, Edwin, '98.....Mitchellville, Ia.
Thompson, Florence May, '10....."Q" lunch counter, Aurora, Ill.
Thompson, Lizzie, '85, (Anderson).....Galesburg
Thompson, Mable, '07, (F. S. Hoover)...Clerk, N. Y. store, Galesburg
Thompson, Minnie, '91, (Hart).....Chicago, Ill.
Thompson, Ruth, '08, [Knox].....Galesburg
Thompson, Wm. F., '83.....Clerk, Arlington hotel, Galesburg
Thomson, Merle, '10, [Knox Conservatory].....Galesburg
Thoureen, Aleda T., '10.....Cashier, O. T. Johnson Co., Galesburg
Thoureen, Edna, '07, [Lombard].....Galesburg
Thoureen, Minnie, '08.....Office, S. H. Olson Grocery, Galesburg
Thoureen, Olga V., '04, (G. Holmes).....Burlington, Ia.
Thoureen, Ray, '06.....Died, 1910
Thulin, Ida F., '86, (Thompson).....Galesburg
Thulin, Nettie M., '87.....Died, 1897
Thuline, Olga Josephine, '10, [Brown's].....Galesburg
Tibbits, E. Susie '84.....Galesburg
Tiffany, Louise H., '05, [Knox Con.].....Asst. Librarian, Galesburg
Tinkham, Hazel M., '04, [Brown's].....Galesburg
Tinkham, Ralph Norton, '11.....Farmer, Cameron, Ill.
Tobey, Harold Eugene, '02, [Knox, U. of Ill.].....Civil Eng., Chicago
Tobin, Geo., '03, [Brown's].....Asst. ticket agent, "Q," Galesburg
Tobin, Patrick R., '04, [Brown's]...Night ticket agent, "Q," Galesburg
Tobin, Wm., '96, [Lombard].....Chief clerk, N. P. Ry., Billings, Mont
Todd, Willa T., '06.....Milliner, Chicago, Ill.
Toler, Ethelyn M., '11, [Science Hill].....Shelbyville, Ky.
Tomlinson, Kenneth C., '10, [Reed College].....Portland, Ore.
Toothe, Chas. H., '11...Clerk, Master Mechanic's office, "Q," Galesburg
Tovey, Claire, '05, [Arkadelphia Coll.], Teacher, Univ., Wichita, Kan.
Tovey, Henry D., '01, [Knox Con.]..Director Music, Fayetteville, Ark.
Townsend, Fern, '06, [Lombard].....Galesburg
Townsend, Lora, '96, (Dickinson), [Lombard].....Winnetka, Ill.
Townsend, Nelle, '02, (Hinchliff), [Lombard, Knox Con.]..Galesburg
Tracy, Frances, '06, (Ray Main), [Knox Con.].....Altona, Ill.
Tracy, Ivas Ione, '09,.....Galesburg
Tracy, Roy, '05, [Brown's].....Farmer, Oneida, Ill.
Trask, Helen, '10, [Knox].....Galesburg
Trump, Charles T., '10.....Dry goods business, Frankfort, Kan.
Trump, Hazel, '07, [Knox]....Teacher, Woodhull, Ill., Frankfort, Kan.
Trump, Vera G., '06, [Knox].....Teacher, Lena, Ill., Frankfort, Kan.
Tryner, Edith, '03, [T. S.].....Teacher, Bateman School, Galesburg
Tryner, Jessie, '00, [Brown's]..Bookkeeper, Terry Lum. Co., Galesburg
Tunnicliff, Grace, '98, [Cornell, Ia.].....Moline, Ill.
Tunnicliff, Nathaniel, '97, [Cornell U., Knox], Civil Eng., Davenport, Ia.
Turney, Antoinette, '02, [Knox, Smith].....Chanute, Kan.
Turney, Thos. J., [Brown's, Dental Coll.].....Chicago, Ill.
Tuttle, Gertrude, '01.....Died, 1904
Tyler, Paul, '03.....Tayler & Critchfield Ad. Co., Chicago, Ill.
Tyler, Vera, '10, [Knox].....Galesburg
Van Clute, Jessie, '98, (Johnson), [Knox].....Gaston, W. Va.

Vanderburgh, Grace, '06, [Knox, Brown's].....Galesburg
Vanderburg, Mary, '08, [W. Ill. Nor.].....Galesburg
Van Liew, Genevra, '92, (Tuttle), [Lombard].....Abingdon, Ill.
Van Scoyk, Elizabeth, [Brown's], Office, Metropolitan Ins.Co.,Galesburg
Velander, Eunice, '11.....Clerk, O. T. Johnson Co., Galesburg
Velander, Myrtillo, '08, [Brown's]...Asst. bookkeeper, bank, Galesburg
Venell, Esther, '00, (Baston).....McDonald, Kan.
Vincent, Hope E., [Oberlin].....Boston, Mass.
Vivion, Mildred, '07, (John Lowell), [Knox Con.]..London Mills, Ill.
Wade, Alice, '04, (Mace).....Galesburg
Waggoner, Lula, '03.....Galesburg
Waggoner, Rose, '96, (Kidder).....East Galesburg
Wagoner, Edwin B., '04, [Knox].....Salesman, Cedar Rapids, Ia.
Wagoner, Ellwood, '95.....Trav., Comfort Mag., Eagle Butte, S. Dak.
Wagoner, Lenora, '07.....Wagoner Printing Co., Galesburg
Walberg, Mabelle, '99, (Humphrey).....Galesburg
Walberg, Robert J., '98.....Grocer, Galesburg
Waldron, Chas., '87.....Chicago, Ill.
Waldron, Georgia, '83, (W. E. Hurlbut), [Knox].....Sedalia, Mo.
Walker, Edna, '95, (James Cheeseman).....Des Moines, Ia.
Walker, Daisy Dean, '93.....Tuskegee, Ala.
Walker, Jessie, '96, (Watson), [Lombard].....Houston, Tex.
Walker, Nellie Elizabeth, '09, [Knox].....Galesburg
Wallbaum, Will H., '98.....Fairbanks, Morse & Co., New York, N. Y.
Wallace, Chris, '03, [U. of Ill.].....Coldbrook, Ill.
Wallace, Gertrude M., '98.....Bookkeeper, Burlington, Ia.
Wallace, Malvern, '05, [Brown's].....Tampa, Florida
Wallace, Sara, '04.....Monmouth, Ill.
Walline, Florence L., '04, (Alvin Dahlstrom).....Miles City, Mont.
Walline, Minnie, '03, (Johnson).....Andover Township
Walling, Maude E., '85, (Fox).....Seattle, Wash.
Walters, Otto, '01.....Central Union Telephone Co., Galesburg
Ward, Flora A., '79.....Teacher, Weston School, Galesburg
Ward, Florence, '06, [Kind. Normal, U. of Chicago].....Chicago, Ill.
Ward, Lottie L., '87, (Wenner).....Washington, D. C.
Ward, May, '85, (Carley).....Ayer, Mass.
Ward, Minnie M., '83.....Galesburg
Wareham, Beatrice, '05, (Hicks).....Galesburg
Warren, Jessie, '90, (Ford).....Denver, Colo.
Wasson, Jessamond, '00, [Knox].....Douglas, Ill.
Wasson, Martha, '96, [Knox].....Teacher, High School, Jefferson, Ia.
Wasson, Mary, '96, [Knox].....Teacher, High School, Lincoln, Ill.
Wasson, Samuel T., '97, [Knox].....Farmer, Douglas, Ill.
Waste, Clara, '81, (Bourne).....Farm, Penhold, Alberta, Canada
Waste, Emilie C., '85, [Knox Con.]...Farm, Penhold, Alberta, Canada
Waste, Frank, '91.....Farmer, Penhold, Alberta, Canada
Watkins, Janie, '98, (Samuelson).....Galesburg
Watson, Chas. L., '98.....Restaurant, Spokane, Wash.
Watson, Edward, '00.....Clerk, C. B. & Q., Galesburg
Watts, Elmer C., '93, [Brown's].....Maywood, Chicago, Ill.
Watts, Mabel, '03, (Peters).....Galesburg
Wax, Mattie, '91, (Dr. R. G. Dingman).....Prophetstown, Ill.
Way, Edna Lisle, '09, [Western Ill. Normal].....Tennessee, Ill.

Weakley, Marie S., '09.....Branch librarian, Galesburg
Webster, Albert S., '00, [Lombard].....Furnishing Co., Chicago, Ill.
Webster, Fred C., '06, [Lom., Stanford U.], Elec. supplies, Peoria, Ill.
Webster, George, M., '09, [Lombard].....Galesburg
Webster, Inez, '02, [Lombard, National Park Sem.].....Galesburg
Webster, Pierce, '09, [Lombard].....Galesburg
Weech, Glenn J., '10, [Knox].....Galesburg
Weech, Richard B., '02, [Knox].....Farmer, St. Augustine, Ill.
Weidenhamer, Florence E., '11, [Post Graduate].....Galesburg
Weidenhamer, Fred, '05.....Motorcycle business, Galesburg
Weidenhamer, Grace E., '06.....Galesburg
Weidenhamer, Roy J., '01.....Brakeman, McCook, Neb.
Weidenhamer, Nellie, '01, (Nottleman).....Bushnell, Ill.
Weinberg, Alice M., '04.....Died, 1907
Weinberg, Catharine, '06, (V. J. Hampton).....Denver, Colo.
Weinberg, Helen Louisa, '11, [Knox].....Galesburg
Weir, Mildred, '06.....Galesburg
Weir, Winifred, '06, (Dr. J. C. Hagen), [Brown's]..Hedgesville, Mont.
Weisman, Marie, '05, (Harold Wilson Grimn).....Chicago, Ill.
Welch, Frank, '99, [Brown's]..Stenographer, E. W. Welch, Galesburg
Welcome, Eva, '03, (Carter).....Galesburg
Welhoff, Edith, '98, (Wald).....Lexington, Ill.
Wells, Clara L., '94, (A. F. Deem), [T. S.].....Galva, Ill.
Welsh, Vernon M., '09, [Knox].....Galesburg
Wenquist, Judith O., '98, (Ericson), [T. S.].....Milwaukee, Wis.
Wenzelmann, Rosa, '11, [Knox].....Galesburg
Wertman, Mary E., '94, (A. D. Stearnes), [Knox].....Galesburg
Wertman, Norma, '00, (G. B. Hardy), [Knox].....Galesburg
Wertman, Ora, '95, [Knox].....Galesburg
West, Allen, '05.....Clerk, general offices "Q," St. Joseph, Mo.
West, Bessie A., '02, [Knox]...Nurse, St. Luke's Hosp., Chicago, Ill.
West, Byron, '07, [Knox, Lake Forest].....Lake Forest, Ill.
West, Carl Lee, '00.....Died, 1905
West, Edith, '01, [Knox].....Died, 1906
West, Harry, '05.....Fireman, "Q," Galesburg
West, Marion, '89.....Supervisor of Schools, Virginia, Minn.
West, Oakley, '03, [Brown's].....Civil Engineer, Weiser, Idaho
West, Winnifred, '03, (Wick), [Knox].....Bliss, Idaho
West, Violet Rosalind, '10, [Knox].....Galesburg
Westerblate, Alma, '90, (Eagle).....Died, 1896
Westfall, Frank, '07, [Brown's]...Office, Drainage Board, Chicago, Ill.
Westfall, Maude, '95.....Los Angeles, Cal.
Wetherbee, Rollin Franklin, '09, [Knox].....Galesburg
Wetherbee, William C., '06.....Churchill Hardware Co., Galesburg
Wetmore, Frank, '95, [Knox].....Land agent, City of Mexico
Wetterburg, Myrtle, '06.....Galesburg
Weyand, Anna Grace, '08, [Park College]...Teacher, Waterville, Okla.
Wheeler, Hazel, '10.....Galesburg
White, Calvin W., '09, [Lombard, U. of Ill.].....Champaign
White, Edna, '03, (Swanson), [T. S.].....Milestone, Sask., Canada
White, Edna B., '04, [Knox].....Teacher, High School, Geneseo, Ill.
White, Florence, '07.....Dressmaker, Kellogg, Drake & Co., Galesburg
White, Frances Mary, '09.....Office, C. A. White, Galesburg

White, Ruby, '05, [Knox, T. S.].....Teacher, Lexington, Ill.
White, Vera Grace, '10.....Farm, Galesburg
Whitfield, Reta A., '04, [Knox].....Music teacher, Galesburg
Whiting, Egbert, '85.....Kansas City, Mo.
Whitman, Pearl M., '98, (Zimmerman), [Knox].....Cameron, Ill.
Whitman, Vera Ray, '11.....Cameron, Ill.
Wiand, Gertrude, '99.....Nurse, Galesburg
Widney, Alice, '99, (Conant), [Knox Con.].....Topeka, Kan.
Wikoff, Cornelia, '10, (Illingworth).....Galesburg
Wilbur, Abbie Mae, '10, [Studying music].....Galesburg
Wilbur, Annie L., '85.....Principal, Bateman School, Galesburg
Wilbur, Daisy M., '98, (Rogers).....Galesburg
Wilbur, Fred, '93, [Barnes Med. Coll.].....Physician, Riverton, Ill.
Wilcox, Hattie M., '78, (Samuel Ensminger).....Kansas City, Kan.
Wilcox, Ray, '03, [Col. Sch. of Oratory], Teacher, Las Vegas, N. Mex.
Wilder, Mamie, '03, (Patton).....Galesburg
Wilds, Wilson, '01.....Cable Piano Co., Chicago, Ill.
Wiley, Annie E., '77, (Day).....Galesburg
Wiley, Mildred E., '10, [Knox].....Galesburg
Wilke, Arthur, '05.....Farmer, St. Joseph, Mo.
Wilke, David, '01.....St. Joseph, Mo.
Willard, Chas. T., '64, [Knox].Dealer, paving supplies, New York, N. Y.
Willard, Cordelia M., '04, (Dodds), [Knox, T. S.].....Omaha, Neb.
Willard, Frances C., '63, (Dunlap), [Knox].....Chicago, Ill.
Willard, Silas, '06, [Knox].....Dairy farmer, Shelby, Ia.
Williams, Clarence, '11, [Post Graduate].....Galesburg
Williams, Elmer, '08, [Knox].....Galesburg
Williams, Howard, '97, [Brown's].....Died, 1905
Williams, Ida, '03, (Thorne).....Galesburg
Williams, Jennie Alice, '94.....Clerk, N. P. Nelson Co., Galesburg
Williams, Jessie, '00, [Lombard].....Musician, Portland, Ore.
Williams, May T., '80, [Knox, Kindergarten Normal].....Galesburg
Williams, Pearl, '08.....Galesburg
Williamson, Addie, '96, (Slocum), [Knox].....Artesia, N. Mex.
Williamson, Bessie, '03, [Lombard].Teacher, Waterman Hall, Sycamore
Williamson, Jean B., '98, (Mercheson, [Knox].....Galesburg
Williamson, Nellie, '01, (Whipple).....O. T. Johnson Co., Galesburg
Willis, Bruce R., '01.....Willis Mfg. Co., Galesburg
Willis, Mana, '99, (Fisher).....Springfield, Mo.
Willis, Ralph I., '00.....Willis Mfg. Co., Galesburg
Willis, Wm., '05, [Knox].....Collector, Artificial Ice Co., Galesburg
Willsie, Marjorie, '09, [Chicago Art Inst., Lombard].....Chicago
Wilson, Bertrust, '87.....Teacher, Dallas, Tex.
Wilson, Lyman P., '00, [Knox, U. of Chi.]....Teacher, Moscow, Idaho
Winn, Geo. P., '00, [Knox, Theol. Sem.].....Missionary, Manchuria
Winn, Julia, '00, (W. C. Erdman), [Knox].....Manchuria
Winter, Edna, '01, (Moore).....New York, N. Y.
Wisen, Harry, '11.....Office, O. T. Johnson Co., Galesburg
Wiswell, Augusta, C., '81, (J. W. Eastes).....Galesburg
Witham, Lelia Viola, '09.....Galesburg
Wood, Ernest John, '09, [Knox, Cornell].....Galesburg
Wood, Hilma, '07, (F. O. Anderson).....Galesburg
Wood, Leslie, '07, [Knox, Wash. State Coll.].....Pullman, Wash.

Wood, Maude, '08, [Knox].....Galesburg
Wood, Nellie E., '09, [Brown's]....Office, A. V. Felt & Co., Galesburg
Wood, Seeley C., '04, [Chicago Dental].....Dentist, Quincy, Ill.
Woodruff, Hazel, '06.....Galesburg
Woodward, Florence A., '67.....Died, ——
Woolsey, Ethel K., '02, (White).....Galesburg
Worman, Fred A., '10.....Grocery and real estate, Plymouth, Ill.
Wright, Quincy P., '08, [Lombard].....Galesburg
Wright, Rosalind B., '10, (Clay).....Rio, Ill.
Wright, Sewall, '05, [Lombard, U. of Ill.].....Galesburg
Yager, Addie, '95, (Smith).....Chicago, Ill.
Yager, Beatrice, '07.....Galesburg
Yager, Bessie, '92, [Pratt Inst.]...Teacher, High School, St. Louis, Mo.
Yager, Isadore, '88, (Woods).....Chicago, Ill.
Yager, Leah, '07.....Galesburg
Yates, Charles G., '10, [Knox].....Galesburg
Yates, Earl, '07.....Express messenger, Ft. Madison, Ia.
Yenowine, Bessie V., '02.....Stenographer, Kansas City, Mo.
Yetter, Ruth, '10.....Galesburg
Yocum, Wilhelmina K., '10.....Nurse, Evanston Hosp., Evanston, Ill.
Young, Anna, '95.....Galesburg
Young, Frederick J., '09.....Mail carrier, Galesburg
Young, Lena, '99, (Conners).....Galesburg
Young, Marie, '01, (E. E. Patterson), [Business Coll.] ....Dallas, Tex.
Youngberg, Mary F., '63, (Reed).....San Jose, Cal.
Youngren, Nina M., '10.....Tea Room, O. T. Johnson Co., Galesburg
Zebold, Harry L., '04, [Knox]...Teacher, Hooper, Colo., Moscow, Colo.
Zetterberg, Arvid P., '00, [Knox].....Supt. of Schools, Avon, Ill.
Zetterberg, Edna, '05, [Knox].....Galesburg
Zetterberg, Louise, '96, (Peterson), [Training School].....Galesburg
Zetterberg, Selma, '90, (Stromberg), [Knox Con., Post G.]..Galesburg
Zetterholm, Maurice E., '11, [U. of Ill.].....Galesburg
Zoll, Constance, '01, (W. G. Hudson).....Chicago, Ill.
Zoll, Llewellyn S., '10.....Office, Dr. Marks, Galesburg
Zoll, Margaret, '07, (Love), [Brown's].....Chicago, Ill.

THE SILVER AND THE GOLD

Song of the Galesburg High School

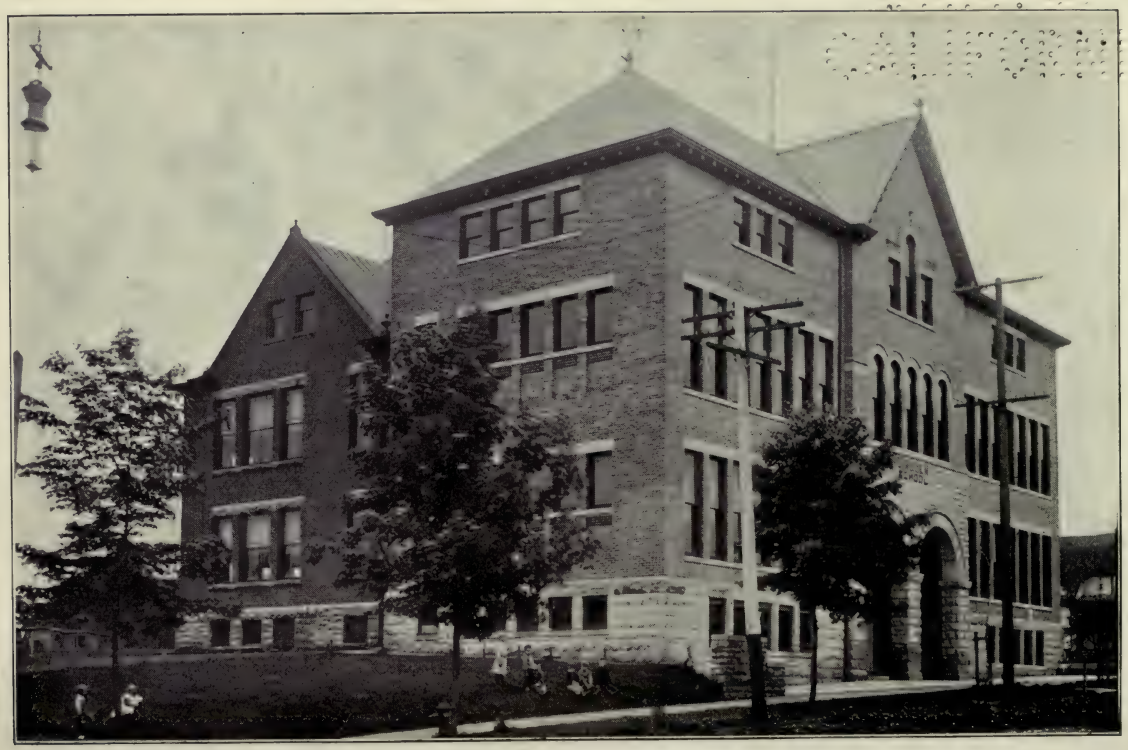
[Words and Music by R. J. Erickson, Class of '07.]

Let voices raise in joyful lays
Our High School dear to praise,
From the earth unto the sky
Let the ringing echoes fly.
Let heroes bold with pride uphold
The silver and the gold;
And all unite to win the fight for Galesburg.

CHORUS

Dear old Galesburg High School!
Proudly may your colors float for ages yet untold.
Dear old Galesburg High School!
Praises to the silver and the gold.
Dear old Galesburg High School!
Your stalwart sons will ever by you stand;
Your daughters fair will ever round you rally
And sound your praises o'er our land.

In after years when we with tears
Have known life's hopes and fears,
As children still of thee
Our pride and joy shall be,
To sing the song, both loud and strong,
An ever swelling throng,
Which we of yore sang o'er and o'er for Galesburg.



LINCOLN SCHOOL

Location, corner of North and Pearl Streets. A nine-room building, with Auditorium and Office. Four rooms built in 1889. Enlarged in 1901. Cost of plant, $34,632.

CHAPTER VIII.

The Work of the Schools.

The printed course of study does not always give a correct idea of the work done in a system of schools. Profession and performance do not always correspond. A set of questions prepared on the course of study brings out more definitely the nature and scope of the work expected. If these questions were answered by the pupils under the customary conditions, and the results graded by the teachers in like manner, it would be possible to form a reasonably correct opinion of the work the schools were doing. In the following pages may be found the Course of Study for the Galesburg Schools, a set of questions prepared on that course of study in the office of the Superintendent and submitted as a test, in the spring of 1911, to those classes that were finishing the different grades; and also the grades the pupils made in answering the questions. At the time the pupils did the work they did not know that they were doing anything more than taking one of the tests that come toward the close of their studies in the grade, nor did the teachers know when they marked the papers that any special use would be made of the grades they gave.

The object was to get a snap-shot of the work of the pupils and teachers, taken when they were not aware of it, and thus preserve for the generations to come a fair and honest picture of what the schools were doing at the close of their first half century. The word "picture" is used advisedly; because, while a picture portrays the striking physical

characteristics of a person, it does not reveal the soul, the manner of man he is. It is so with the following pages. They represent what may be called, for want of a better name, the physical work of the school, but do not reveal the spirit that animated it, that which was most worth while—the inspiration received by the pupils to be, to do, and to become, their very best. While one cannot enter a schoolroom without at once becoming conscious of the uplifting or depressing influences that are silently at work, the very atmosphere seeming to be charged with them, there is no method of measuring and expressing these influences in per cents. The work is here submitted without any words of commendation or apology; like all records, once made, it must speak for itself.

REPRESENTATIVE SCHOOL TESTS.

SPELLING—SECOND GRADE.

	Times Missed	Per Cent. Accuracy		Times Missed	Per Cent. Accuracy
always	2	98.4	which	14	88.8
coming	6	95.2	garden	8	93.6
school	2	98.4	color	13	89.6
picture	11	91.2	summer	11	91.2
pencil	24	80.8	lovely	15	88.
mother	1	99.2	because	17	86.4
children	4	96.8	Galesburg	7	94.4
every	3	97.6	shower	33	73.6
friend	13	89.6	flowers	2	98.4
writing	12	90.4	water	6	95.2
pretty	8	93.6	robin	4	96.8
enough	21	83.2	large	5	96.
please	16	87.2			

Number of pupils spelling	125
Number of pupils graded 100	52
Number of pupils graded from 95 to 100	25
Number of pupils graded from 90 to 95	14
Number of pupils graded from 85 to 90	8
Number of pupils graded from 80 to 85	14
Number of pupils graded from 75 to 80	5
Number of pupils graded from 70 to 75	0
Number of pupils graded from 65 to 70	2
Number of pupils graded from 60 to 65	1
Number of pupils graded below 60	4

SPELLING—THIRD GRADE.

	Times Missed	Per Cent. Accuracy		Times Missed	Per Cent. Accuracy
afraid	10	93.4	honest	21	86.2
autumn	26	82.9	always	12	92.1
thought	13	91.4	polite	19	87.5
beginning	31	79.4	until	32	78.9
beautiful	12	92.1	sense	66	56.6
pleasant	23	84.9	spring	3	98.
country	12	92.1	Galesburg	5	96.7
together	17	88.8	vacation	20	86.8
brought	7	95.4	weather	11	92.8
holiday	22	85.5	lesson	4	97.4
eight	5	96.7	Christmas	19	87.5
break	24	84.2	because	9	94.1
doctor	10	93.4	hundred	21	86.2
breath	10	93.4	written	20	86.8
build	16	89.5	animal	22	85.5
bushel	9	94.1	minute	28	81.6
middle	12	92.1	truly	12	92.1
Illinois	26	82.9	surprise	47	69.1
cousin	6	96.1	ocean	22	85.5
absent	13	91.4	between	15	90.1
squirrel	23	84.9	forgotten	27	82.2
receive	51	66.4	believe	39	74.3
soldier	46	69.7	already	15	90.1
chimney	19	87.5	America	14	90.8
people	16	89.5	straight	45	70.4

Number of pupils spelling	152
Number of pupils graded 100	45
Number of pupils graded from 95 to 100	31
Number of pupils graded from 90 to 95	24
Number of pupils graded from 85 to 90	8
Number of pupils graded from 80 to 85	11
Number of pupils graded from 75 to 80	6
Number of pupils graded from 70 to 75	4
Number of pupils graded from 65 to 70	6
Number of pupils graded from 60 to 65	6
Number of pupils graded below 60	11

SPELLING—FOURTH GRADE.

	Times Missed	Per Cent. Accuracy		Times Missed	Per Cent. Accuracy
difference	12	93.1	actual	45	74.
country	1	99.4	believe	42	75.7
mountain	11	93.6	capital	14	91.9
island	3	98.3	distance	15	91.3
product	6	96.5	examine	66	61.8
connect	12	93.1	fraction	24	86.1
Indian	14	91.9	furnish	24	86.1
peninsula	58	66.5	journey	32	81.5
area	3	98.3	benefit	59	65.9
question	34	80.3	calendar	61	64.7
yesterday	1	99.4	damage	11	93.6
breakfast	8	95.4	fertile	87	49.7
telephone	39	77.5	generous	58	66.5
through	23	86.7	latitude	28	83.8
violets	22	87.3	magazine	73	57.8
exercise	60	65.3	opposite	79	54.3
machine	58	66.5	quotient	37	78.6
minuend	42	75.7	separate	76	56.1
message	31	82.1	vertical	94	45.7
business	66	61.8	average	36	79.2
division	36	79.2	dishonest	36	79.2
language	11	93.6	receive	68	60.7
family	22	87.3	several	38	78.
multiply	17	90.2	wonderful	18	89.6
comfortable	37	78.6	medicine	59	65.9

Number of pupils spelling	173
Number of pupils graded 100	16
Number of pupils graded from 95 to 100	17
Number of pupils graded from 90 to 95	27
Number of pupils graded from 85 to 90	20
Number of pupils graded from 80 to 85	17
Number of pupils graded from 75 to 80	15
Number of pupils graded from 70 to 75	21
Number of pupils graded from 65 to 70	5
Number of pupils graded from 60 to 65	15
Number of pupils graded below 60	20

SPELLING—FIFTH GRADE.

	Times Missed	Per Cent. Accuracy		Times Missed	Per Cent. Accuracy
altogether	13	85.7	bicycle	26	71.4
believe	20	78.	boundary	21	76.9
business	36	60.4	citizens	18	80.2
capital	12	86.8	decimal	33	63.7
commerce	22	75.8	definition	44	51.6
companion	13	85.7	difficult	47	48.4
diameter	28	69.2	enough	6	93.4
education	14	84.6	expect	9	90.1
electric	15	83.5	government	40	56.
equator	4	95.6	horizon	33	63.7
foreign	45	50.5	hospital	26	71.4
geography	11	87.9	literary	30	67.
impatient	25	72.5	consonant	42	53.8
adjective	2	97.8	convenient	37	59.3
autumn	11	87.9	courtesy	52	42.9
calendar	29	68.1	deceive	37	59.3
canal	17	81.3	engineer	36	60.4
enemy	19	79.1	exhibition	42	53.8
heroes	22	75.8	grief	15	83.5
irregular	27	70.3	knowledge	25	72.5
library	26	71.4	material	41	54.9
neither	23	74.7	necessary	54	40.7
preposition	12	86.8	objective	2	97.8
prisoner	8	91.2	ordinary	29	68.1
singular	2	97.8	particular	11	87.9

Number of pupils spelling	92
Number of pupils graded 100	4
Number of pupils graded from 95 to 100	3
Number of pupils graded from 90 to 95	15
Number of pupils graded from 85 to 90	13
Number of pupils graded from 80 to 85	7
Number of pupils graded from 75 to 80	12
Number of pupils graded from 70 to 75	8
Number of pupils graded from 65 to 70	5
Number of pupils graded from 60 to 65	4
Number of pupils graded below 60	21

SPELLING—SIXTH GRADE.

	Times Missed	Per Cent. Accuracy		Times Missed	Per Cent. Accuracy
assistance	19	88.3	dictionary	15	90.8
behavior	17	89.6	participle	11	93.3
conceal	13	92.	ridiculous	70	57.1
distribute	17	89.6	innocence	61	62.6
excel	29	82.2	similar	44	73.
favorite	15	90.8	ambitious	51	68.7
foreign	26	84.1	inconvenient	48	70.6
necessary	25	84.7	suggest	39	76.1
obedience	45	72.4	prefer	7	95.7
practice	20	87.7	anxiety	45	72.4
chorus	17	89.6	influence	22	86.5
remedy	14	91.4	automobile	15	90.8
industry	5	96.9	umbrella	39	76.1
realize	14	91.4	sociable	37	77.3
forests	21	87.1	envelope	17	89.6
balance	6	96.3	average	9	94.5
debtor	33	79.8	masculine	12	92.6
conscious	86	47.2	nominative	10	93.9
prairie	51	68.7	possessive	22	86.5
exhibit	36	77.9	comparative	22	86.5
recognize	56	65.6	article	25	84.7
separate	24	85.3	received	28	82.8
diligence	28	82.8	business	41	74.8
customary	30	81.6	sensible	50	69.3
decision	43	73.6	committee	62	62.

Number of pupils spelling	163
Number of pupils graded 100	6
Number of pupils graded from 95 to 100	20
Number of pupils graded from 90 to 95	36
Number of pupils graded from 85 to 90	16
Number of pupils graded from 80 to 85	13
Number of pupils graded from 75 to 80	12
Number of pupils graded from 70 to 75	23
Number of pupils graded from 65 to 70	10
Number of pupils graded from 60 to 65	6
Number of pupils graded below 60	21

SPELLING—SEVENTH GRADE.

	Times Missed	Per Cent. Accuracy		Times Missed	Per Cent. Accuracy
resign	7	96.9	variety	40	82.5
pamphlet	29	87.3	animal	6	97.4
colonial	11	95.2	capacity	47	79.4
photograph	8	96.5	nuisance	74	68.
apposition	7	96.9	preposition	5	97.8
interrogative	11	95.2	obliging	21	90.8
commercial	13	94.3	neighborly	16	93.
plumber	14	93.9	military	14	93.9
census	22	90.4	possession	22	90.4
bouquet	52	77.2	ancestor	15	93.4
luncheon	25	89.	foreign	20	91.3
electrician	40	82.5	audience	67	70.6
important	4	98.2	courtesy	35	84.6
parallel	82	64.	chocolate	29	87.3
apostrophe	82	64.	dimensions	67	70.6
Sabbath	55	75.9	hesitate	15	93.4
acquaintance	54	76.3	necessary	66	71.1
contagious	69	69.7	secretary	27	88.2
mucilage	91	60.1	sandwich	34	85.1
discipline	108	52.6	delegate	45	80.3
correspondent	57	75.	ancient	24	89.5
manager	18	92.1	finally	52	77.2
premium	31	86.4	visible	35	84.6
bulletin	53	76.8	musicians	47	79.4
experiment	32	86.	percentage	7	96.9

Number of pupils spelling	228
Number of pupils graded 100	15
Number of pupils graded from 95 to 100	43
Number of pupils graded from 90 to 95	52
Number of pupils graded from 85 to 90	20
Number of pupils graded from 80 to 85	36
Number of pupils graded from 75 to 80	13
Number of pupils graded from 70 to 75	12
Number of pupils graded from 65 to 70	10
Number of pupils graded from 60 to 65	10
Number of pupils graded below 60	17

SPELLING—EIGHTH GRADE.

	Times Missed	Per Cent. Accuracy		Times Missed	Per Cent. Accuracy
possibility	22	91.2	frontier	10	96.
vigilance	42	83.1	mercenary	73	70.7
territory	13	94.8	compromise	8	96.8
solitary	15	94.	tradition	9	96.4
unconscious	44	82.3	average	5	98.
politician	33	86.7	civilization	20	92.
antecedent	38	84.7	abbreviation	102	59.
equinox	31	87.5	manufacture	4	98.4
alternate	7	97.2	ordinance	21	91.6
gymnasium	34	86.3	Christian	26	89.6
sincerity	26	89.6	security	10	96.
duplicate	17	93.2	disobedient	56	77.5
deficit	127	49.	aluminum	56	77.5
ascension	78	68.7	compulsory	27	89.2
interurban	30	88.	tenement	43	82.7
eligible	112	55.	trolley	31	87.5
precedent	51	79.5	tariff	24	90.4
anonymous	150	39.8	financial	39	84.3
mechanism	85	65.9	telegram	3	98.8
burial	22	91.2	assessor	56	77.5
icicle	39	84.3	biography	11	95.6
secession	34	86.3	representative	75	69.9
centennial	58	76.7	puncture	7	97.2
pioneer	8	96.8	neutrality	32	87.1
petition	10	96.	thermometer	42	83.1

Number of pupils spelling	249
Number of pupils graded 100	19
Number of pupils graded from 95 to 100	45
Number of pupils graded from 90 to 95	61
Number of pupils graded from 85 to 90	29
Number of pupils graded from 80 to 85	34
Number of pupils graded from 75 to 80	16
Number of pupils graded from 70 to 75	14
Number of pupils graded from 65 to 70	7
Number of pupils graded from 60 to 65	4
Number of pupils graded below 60	20

ARITHMETIC—SECOND GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	3 eggs and 3 eggs are.....eggs? 5 cents and 4 cents are.....cents? 4 flags and 6 flags are.....flags? 8 books and 2 books are.....books? 7 girls and 5 girls are.....girls?	96.6	1.4	2.0	....	....	....
2	6 cents less 4 cents are.....cents? 9 hens less 5 hens are.....hens? 11 stars less 9 stars are.....stars? 5 days less 2 days are.....days? 8 girls less 3 girls are.....girls?	89.8	1.4	6.1	....	.7	2.0
3	2 times 4 apples equals.....apples? 3 times 3 apples equals.....apples? 3 times 4 cents equals.....cents?	89.8	...	.7	7.5	.7	1.4
4	½ of 6 cents are.....cents? 1-3 of 6 hens are.....hens? ¼ of 8 flags are.....flags? ½ of 5 apples are.....apples? 2-3 of 9 stars are.....stars?	66.7	.7	19.0	....	7.5	6.1
5	15 plus 6 equals.....? 25 plus 6 equals.....? 35 plus 6 equals.....? 45 plus 6 equals.....? 55 plus 6 equals.....?	91.8	....	1.4	....	....	6.8
6	The perimeter of a 2-in. square is.....inches? The perimeter of an oblong 2 in. by 4 in. is.....inches?	79.6	....	....	....	....	20.4
7	The area of an oblong 2 in. bv 4 in. is.... square inches?	89.8	....	.7	...	....	9.5
8	A cube has.....faces? A cube has.....edges? A cube has.....corners?	87.1	1.4	....	4.8	....	6.8
9	2 yards are.....feet? 26 inches are 2 feet and.....inches? 1 foot and 3 inches are.....inches? 10 pints are.....quarts? 8 quarts are.....pints?	66.0	2.0	17.7	.7	6.1	7.5
10	From 9 o'clock till 12 o'clock is.....hours? From 1 o'clock till 4 o'clock is. ...hours? An hour is.....minutes? Half an hour is.....minutes?	72.1	.7	4.1	8.2	....	15.0
	Per Cent. of Pupils Receiving These Grades in All the Questions.	34.7	42.2	11.6	5.4	.7	5.4

Number of different pupils taking the above test, 147.

ARITHMETIC—THIRD GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	*Add:* 843 226 367	99.0	....	....	....	....	1.0
2	*Subtract:* 368 184	98.0	....	....	....	....	2.0
3	*Multiply:* 758 6	88.9	...	....	...	....	11.1
4	*Divide:* 5)825	93.9	....	1.0	....	....	5.1
5	The sum of 8 and 4 is.....? The difference of 8 and 4 is.....? The product of 8 and 4 is.....? The quotient of 8 divided by 4 is.....?	96.0	....	2.0	1.0	...	1.0
6	The area of an oblong 5 inches wide and 6 inches long is.....square inches? The perimeter of a triangle each side of which is 8 inches is.....inches?	90.9	1.0	....	....	....	8.1
7	½ plus 1-6 equals.....? 1-3 minus 2-9 equals.....? ½ of 1-3 equals.....? 2¼ x 3 equals.....? 2⅛ equals..... ⅛?	43.4	1.0	18.2	3.0	17.2	17.2
8	Four fifths less three tenths are.....tenths? Three fifths plus three tenths are.....tenths? Five sixths and one twelfth are.....twelfths? One third and one fourth are.....twelfths?	63.6	1.0	5.1	12.1	1.0	17.2
9	James had a peice of copper wire; it was 1.5 inches long; he divided it into three equal pieces; each piece was.....long?	87.9	1.0	2.0	....	....	9.1
10	6 bu. equals.....pk. 9 yd. 2 ft. equals.....ft. 26 days equals.....wk., ...days? 6 gal. 3 qt. equals.....qt. 25 in. equals.....ft., ...in?	47.5	3.0	19.2	3.0	14.1	13.1
	Per Cent. of Pupils Receiving These Grades in All the Questions.	21.2	48.5	17.2	9.1	2.0	2.0

Number of different pupils taking the above test, 99.

ARITHMETIC—FOURTH GRADE.

Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1 Dictate: 2,463; 8,008; 5,207; 1,110; 2,039.	87.9	....	4.0	.6	4.0	3.4
2 143,456 divided by 32.....?	77.6	....	....	.6	....	21.8
3 The quotient is 8; the divisor is 3; the dividend is.....? The product of two numbers is 42; one of the numbers is 6; the other number is.....?	82.8	1.1	....	....	....	16.1
4 The difference of two numbers is 9; the smaller number is 21; the larger number is.....?	81.0	1.1	....	.6	....	17.2
5 5-7 plus ½ equals.....? 5-9 minus 7-18 equals.....? 6 times 5 2-3 equals.....? 3-7 divided by 2 equals.....?	55.7	1.1	19.5	2.9	1.7	19.0
6 Divide $24.45 by 3. Divide $24.45 by .03.	82.2	2.9	2.3	.6	.6	11.5
7 Add: 4 gal. 1 qt. 1 gal. 3 qt. Divide 5 bu. 2 pk. by 2.	50.0	.6	1.7	3.4	2.9	41.4
8 A blackboard is 10 ft. long and 4 ft. wide; its area is.....sq. ft.; its perimeter is .....ft?	75.9	1.1	....	1.1	....	21.8
9 25 cents pays for 7 oranges; 50 cents pays for .....oranges? 75 cents pays for 9 rides; 25 cents pays for .....rides?	94.3	....	....	....	....	5.7
10 The area of one face of a 5-inch cube is .....sq. in? The area of all the faces is.....sq. in.?	80.5	1.1	2.3	.6	.6	14.9
Per Cent. of Pupils Receiving These Grades in All the Questions.	21.3	35.6	22.4	10.3	2.3	8.0

Number of different pupils taking the above test, 174.

ARITHMETIC—FIFTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	Dictate: 75.7; 4,067; 3.245; 462,025; 75,210; 25.25. Find the sum of the above numbers.	54.6	2.3	8.5	6.2	9.2	19.2
2	Divide 270,800 by 987.	74.6	8.5	2.3	.8	2.3	11.5
3	Find the prime factors of 108, 98, 40. What is the L. C. M. of 16, 12 and 6? Of 15 and 109?	48.5	3.8	16.2	6.9	4.6	20.0
4	8 1-15 less 5 7-10 equals.....? 18½ times 2 1-3 equals.....? 7 divided by 4-5 equals.....? 6¾ divided by 2½ equals.....? 21 2-3 divided by 5 equals.....?	40.8	9.2	9.2	3.8	9.2	27.7
5	Change ¾ and 4-5 to decimal fractions. Multiply $534 by .003. Divide $724 by $.08.	49.2	7.7	12.3	1.5	3.1	26.2
6	Find the cost of 2350 brick at $8 per M. 10 lb. beef at $14 per cwt. 3000 lb. hay at $16 per ton.	45.4	3.8	10.8	7.7	5.4	26.9
7	Make a receipted bill of the following items, sold by your grocer to your father: May 1, 18 lb. sugar @ .05; May 1, 1 sack flour $1.75; May 13, 3½ lb. cheese @ .25; May 15, 4 lb. coffee @ .35.	46.9	10.8	15.4	6.9	3.1	16.9
8	How many acres in a piece of land 25 rods by 32 rods? How much will it cost to build a fence around it at 35c a rod?	31.6	6.9	6.9	5.4	3.1	46.2
9	If 8 lb. of sugar are worth 50c, 12 lb. are worth.....?	69.2	1.5	3.1	....	1.5	24.6
10	33 1-3 per cent. of 18 is.....? 12 is 50 per cent. of.....? 2 is..... per cent. of 8?	80.0	1.5	4.6	4.6	....	9.2
	Per Cent. of Pupils Receiving These Grades in All the Questions.	5.4	30.0	24.6	16.9	10.0	13.1

Number of different pupils taking the above test, 130.

ARITHMETIC—SIXTH GRADE.

Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1 Factor 24, 36 and 40 and find their L. C. M.	94.8	2.6	....	.6	....	1.9
2 Reduce $\frac{3/4}{2\frac{1}{2}}$ to a simple fraction. Multiply 24 1-3 by 8½. Divide 12 by 2½. Divide 175 1-5 by 6.	65.6	6.5	9.1	7.1	2.6	9.1
3 Divide 428, 42.8, 4.28. 428, by .04.	68.8	....	5.8	7.8	1.3	16.2
4 The specific gravity of dry sand is about two. A cubic foot of dry sand weighs.....lbs?	89.0	...	1.9	.6	....	8.4
5 Find the cost of 16 pcs. of lumber 2x4, 18 ft. at $12 per M.	82.5	.6	4.5	2.6	.6	9.1
6 Mr. A. owns the W. ½ of the S. W. ¼ of a section of land. Draw a section, and show on the diagram where his farm is. How many acres in it? How many rods of the fence are needed to enclose it?	76.0	2.6	3.9	5.2	.6	11.7
7 If 24 sheep cost $86, how much will 36 sheep cost at the same rate?	82.5	2.6	3.2	1.3	....	10.4
8 A merchant bought goods for $300 and sold them for $337.50. What was his per cent. of profit?	65.6	1.3	7.1	3.2	.6	22.1
9 Mr. A. borrowed $820 of Mr. B. on May 1, 1911. How much must he pay Mr. B. on July 1, 1912, if he pays 6 per cent. interest?	66.2	2.6	5.8	5.2	1.9	18.2
10 In a square floor are 576 sq. ft. How many feet are on one side of it?	81.2	.6	3.2	1.3	....	13.6
Per Cent. of Pupils Receiving These Grades in All the Questions.	23.4	33.1	28.6	11.0	1.9	1.9

Number of different pupils taking the above test, 154.

ARITHMETIC—SEVENTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	Write from dictation and add: 274.36 38.007 74.0275 7.4674 52.0006	95.1	1.3	2.2	.9	....	.4
2	2.664 divided by .024 equals.....? .075 divided by 15 equals.....?	91.2	....	1.3	1.8	.4	5.3
3	Solve the following numbers into their prime factors and determine their L. C. M. and G. C. D.: 12, 15, 42, 60.	86.0	....	5.7	1.3	.4	6.6
4	10-21 plus ¼ plus 23-28 equals.....? 47⅜ minus 18 2-5 equals.....?	80.3	5.3	5.3	3.9	.9	4.4
5	If 3 1-5 tons of coal cost $20.48, how much will 11 9-10 tons cost?	86.0	3.5	3.5	....	....	7.0
6	Change to decimals: 7-20, ⅝, 3-16. Change to common fractions: .125, .0375, .16.	65.8	6.6	14.5	4.4	2.6	6.1
7	Edna has a certain number of pennies and May has 9 more than twice as many. Together they have 93. How many has each girl?	70.6	2.2	4.4	2.6	....	20.2
8	In a right triangle one of the angles is 40 degrees. How many degrees in each of the other two angles? Draw such a triangle.	73.2	2.2	2.2	2.6	.9	18.9
9	A real estate agent sold a piece of property upon which his commission at 5 per cent. amounted to $275. What was the selling price of the property? How much should the owner receive for the property after deducting the commission?	82.0	.4	4.8	....	....	12.7
10	A man pays $175.34 taxes when the rate is 5½ per cent. of the assessed value. Find the assessed value. Find the real value, if the assessed value is ¼ of the real value.	68.0	2.2	2.6	3.5	....	23.7
	Per Cent. of Pupils Receiving These Grades in All the Questions.	27.2	38.6	18.4	10.1	2.6	3.1

Number of different pupils taking the above test, 228.

ARITHMETIC—EIGHTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	Date of note, Nov. 12, 1901. Face, $1500. Interest, 6 per cent. Payments made: $180 on Jan. 9, 1902, $425 on June 18, 1903. What was due Aug. 16, 1904?	43.6	4.2	19.9	8.5	3.4	20.3
2	The directors of a company whose capital is $5000 determined to distribute among the stockholders $2500 of profits. (a) A dividend of what per cent. was declared? (b) How much does a man receive who owns 15 100-dollar shares?	76.3	.4	3.0	1.3	.4	18.6
3	What is the ratio of the area of a 2-inch square to the area of a 6-inch square?	86.0	1.3	1.3	.8	.4	10.2
4	If 7 tons of coal can be bought for $26, how many tons can be bought for $39?	89.8	2.1	1.3	.4	.4	5.9
5	Find the side of a square equal in area to a rectangle that is 15 feet by 60 feet.	85.6	2.1	4.2	....	....	8.1
6	At 24 cents a square yard, how much will it cost to plaster a room that is 17 feet by 20 feet and 10 feet from the floor to the ceiling, deducting 16 square yards for openings?	66.5	3.0	8.1	3.0	1.7	17.8
7	Find cost at $9.50 per M. of 8 pieces scantling 3 in. by 4 in. 14 feet long, and 9, 12 feet 1-inch boards each 12 inches wide.	59.3	2.1	5.9	4.7	3.4	24.6
8	Find approximately the number of gallons in a rectangular tank 3 feet by 4 feet by 8 feet if 1 cu. ft. equals 7½ gallons.	78.0	3.8	3.0	1.7	.8	12.7
9	If a certain room is twice as long as it is wide, and the area of the floor is 968 square feet, what is the length and the breadth of the room? (Work this by algebra.)	59.3	4.2	8.1	1.3	1.7	25.4
10	How can you find the diameter of a circle if the circumference is given? Find circumference and area of a circle whose diameter is 8 feet. I am thinking of a cube whose entire surface is 150 sq. in. What is the length of one of its edges?	52.5	4.7	16.9	5.9	2.5	17.4
	Per Cent. of Pupils Receiving These Grades in All the Questions.	15.3	36.4	24.2	14.4	6.8	3.0

Number of different pupils taking the above test, 236.

LANGUAGE—SECOND GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	Copy first verse on page 72 of Second Reader.	85.4	12.5	2.1	....	....	....
2	Describe the picture on page 9 of your Reader by answering these questions: Where are these children? What are they doing? What is one boy doing with his boat? What has another boy in his hand? Are there any ships coming to land?	50.0	17.4	18.1	4.9	2.1	7.6
3	The first month in the year is .....Christmas comes in..... The school days of the week are ....., ..., ..., ..., and	61.8	9.7	11.1	11.8	....	5.6
4	Change to mean more than one: The robin is singing. It was in the maple tree.	72.9	.7	2.8	9.7	2.1	11.8
5	Change to mean one: The boys have new tops. They are red.	79.2	4.2	4.9	....	....	11.8
6	I *(saw, seen)* a bluebird in our yard. Have you *(saw, seen)* many birds this spring? The children have *(did, done)* their work well. Now they have *(gone, went)* home.	60.4	2.8	7.6	16.0	.7	12.5
7	Leave out the apostrophe and put in all the letters: I've read this book. Wouldn't you like to read it?	90.3	4.2	.7	.7	....	4.2
8	Fill the blanks with *a* or *an:* In the dish there is.....apple, ...pear, ...orange, and .....banana.	81.3	2.1	3.5	4.2	1.4	7.6
9	*(May, can)* I *(teach, learn)* Mary our new song?	78.5	2.8	4.2	....	....	14.6
10	I have a *(new, knew)* *(blue, blew)* top. Uncle John *(cent, sent)* it *(to, two, too)* me.	73.6	9.0	6.9	6.9	....	3.5
	Per Cent. of Pupils Receiving These Grades in All the Questions.	17.4	53.5	18.7	5.6	4.2	.7

Number of different pupils taking the above test, 144.

LANGUAGE—THIRD GRADE.

Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1 Copy the first stanza of "The Red, White and Blue," on page 261 of Reader.	77.8	8.1	9.1	3.0	....	2.0
2 Write a letter to Mr. Steele. In the first paragraph, tell how old you are, where you live, where you go to school and your teacher's name. In the second paragraph, tell what you study and which study you enjoy most.	45.5	13.1	20.2	8.1	7.1	6.1
3 Combine: The acorn is little. The acorn is brown. The acorn is the fruit of the oak tree.	78.8	10.1	7.1	1.0	....	3.0
4 Abbreviate italicized words: *Mister* and *Mistress* Cecil *Lane* Clark live on the corner of Fourth *Avenue* and Elm *Street.*	83.8	7.1	4.0	1.0	1.0	3.0
5 Rewrite, using the words *has* or *have* in each sentence. Grace ate her lunch. He tore his coat on a nail. I took a music lesson. Harold wrote a letter. We hear birds sing.	64.6	7.1	21.2	1.0	1.0	5.1
6 Fill blanks with *I, he, she, we, they, him,* or *her:* Who is at the door? It is ..... Those books were given to ..... It was ..... and ..... who sang the song. Who ate the candy? ..... and	74.7	12.1	3.0	4.0	....	6.1
7 Make these words show ownership in sentences: father, girls, children, Fido.	67.7	7.1	6.1	10.1	....	9.1
8 *Taller, tallest:* Of the two boys James is the ....., but Fred is the ..... of all the boys.	82.8	3.0	1.0	1.0	....	12.1
9 Put in quotation marks where needed: Do you hear the bird singing? asked Lucy. Clara answered, Yes.	81.8	9.1	1.0	1.0	....	7.1
10 Use correct word: We paid our *(fair, fare)* to the conductor. She put the *(pale, pail)* of water on the table. The crocus is an early *(flower, flour).* The boy *(rode, road)* to the store on his bicycle.	71.7	6.1	5.1	9.1	....	8.1
Per Cent. of Pupils Receiving These Grades in All the Questions.	16.2	58.6	17.2	4.0	....	4.0

Number of different pupils taking the above test, 99.

LANGUAGE—FOURTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	Dictate a paragraph or stanza with which your pupils are familiar.	40.4	19.1	18.0	7.9	5.6	9.0
2	Write a letter of two paragraphs to a friend telling in the first paragraph what work you are doing and how you like it. In the second paragraph tell about the closing day exercises and how you hope to spend your vacation.	39.9	12.4	20.8	10.1	5.1	11.8
3	Place commas where needed: Fido my pet dog caught a rabbit. Harry have you seen my book? Yes Helen it is on the library table. The gardener said "I raise beets lettuce radishes and peas in my garden."	54.5	20.2	13.5	4.5	2.8	4.5
4	Fill blanks with *who, which* or *that.* Here is the girl ..... sang. The book ..... I read was interesting. Where are the boys and dogs ..... were playing in the yard?	75.8	5.1	1.7	10.1	1.7	5.6
5	Fill blanks with *who, whose* or *whom.* ..... do you see? ..... glove did she find? With ..... are you going? ..... is coming with her? To ..... did you speak?	60.7	2.2	24.7	2.8	7.3	2.2
6	Place correct form of verb in sentences. *think.* He has ..... the matter over. *grow.* The plants have ..... rapidly. *climb.* He ..... the tree yesterday. *blow.* The whistle ..... five minutes ago. *rise.* James has ..... from his seat.	65.7	1.7	16.3	1.1	9.6	5.6
7	Use the correct form of the verbs in the blanks. *lie, lay.* ..... a rug by the door for the dog to ..... on. *sit, set.* You may ..... the vase on the table and ..... down.	70.2	5.1	8.4	1.7	6.7	7.9
8	Analyze: The faithful dog saved the child's life. The lady in black brought the tea from the counter. The brave seamen of the United States have performed many daring deeds.	42.7	20.2	9.6	6.7	5.6	15.2
9	*has* or *has got.* That boy ..... more marbles than any of us. *don't* or *doesn't.* He .....play marbles for "keeps" either.	75.3	5.1	1.1	.6	1.7	16.3
10	*Some, Sum.* ..... boys were chasing a squirrel. *Their, There.* ..... are the flowers we wanted. *threw, through.* James jumped ..... the window. *read, red.* We ..... the story together. *sight, site.* The ..... for the building was a very good one.	61.8	3.9	19.7	2.2	11.2	1.1
	Per Cent. of Pupils Receiving These Grades in All the Questions.	7.3	47.2	27.5	10.1	6.2	1.7

Number of different pupils taking the above test, 178.

LANGUAGE—FIFTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	Reproduce "Story of General Grant" found in Reader. Teacher may use any outline she wishes.	15.9	19.0	24.6	21.4	11.9	7.1
2–3	Write a letter to a friend describing your school building. This outline may be used: location, material, size (rooms and stories), rooms on each floor, halls, your room, playgrounds. (Form 10—Description 10)	11.9	34.9	25.4	16.7	5.6	5.6
4	Write the plurals of the following nouns: Child, lady, echo, fish, fox, enemy, gulf, knife, church, valley.	50.8	32.5	8.7	4.8	2.4	.8
5	Give the principal parts of go, see, do, walk, run, write, sing, draw, think, know, bury, climb. Name the regular verbs and tell how you know that they are regular.	45.2	27.0	11.1	4.0	7.9	4.8
6	Name the tense of each verb. I write with my pen. The teacher wrote on the board. I snall write a letter to-morrow. He will write a letter too.	63.5	4.0	13.5	3.2	.8	15.1
7	Place commas where needed. John the boy in blue is a good honest industrious fellow. "Are you ready Jack?" "Yes" he replied.	57.9	11.9	15.1	4.0	1.6	9.5
8	Analyze: Amerigo Vespucci, an Italian sailor, made the first chart of the coast of America.	74.6	7.1	4.8	4.0	1.6	7.9
9	Give cases of the nouns. Mr. Green, Elizabeth's grandfather, brought the oranges for the party.	58.7	9.5	8.7	1.6	5.6	15.9
10	Fill blanks with *shall* or *will*. 1. I ..... not sign the paper. 2. I ..... wait for you. 3. The warm rain ..... bring the flowers. 4. He ..... not enter this room.	55.6	3.2	19.8	3.2	.8	17.5
	Per Cent. of Pupils Receiving These Grades in All the Questions.	.8	46.0	29.4	12.7	8.7	2.4

Number of different pupils taking the above test, 126.

LANGUAGE—SIXTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	Write in letter form, an order for three articles of merchandise that you need, or would like to have. Address this order to some dealer in Galesburg or Chicago.	18.5	28.7	32.5	9.6	5.7	5.1
2	Name and illustrate by sentences four ways in which the subject of a sentence may be modified.	59.9	8.9	17.8	5.1	1.3	7.0
3	Write a sentence with the predicate modified by an adverb and an adverbial phrase.	77.7	1.9	8.9	1.9	1.9	7.6
4	Write a sentence containing a predicate nominative—one containing a predicate adjective—one with an object.	63.1	2.5	6.4	12.7	3.8	11.5
5	What is a transitive verb? Use one in a sentence. What is an intransitive verb? Use one in a sentence.	60.5	3.8	16.6	11.5	1.3	6.4
6	Write the following sentence in all the tenses of the indicative mood: John rode home from school.	31.2	18.5	15.9	16.6	3.8	14.0
7	*He* has written the *letter*. Give person, number, gender and case of the italicized words.	47.1	17.8	16.6	4.5	5.1	8.9
8	Compare the following words: ill, many, little, good, bad, handsome, pretty, much. Use in sentences the comparative degree of good and handsome.	29.9	17.8	25.5	14.6	3.2	8.9
9	Decline the first personal pronoun, and the third personal pronoun, masculine gender. Use the objective singular of each in a sentence.	31.8	10.8	21.0	10.8	5.7	19.7
10	Analyze: Columbus, an Italian, discovered America in 1492.	29.3	10.2	17.8	9.6	7.0	26.1
	Per Cent. of Pupils Receiving These Grades in All the Questions.	1.9	37.6	31.8	18.5	6.4	3.8

Number of different pupils taking the above test, 157.

LANGUAGE—SEVENTH GRADE.

Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1 Write a short account of the life of some great man or woman about whom you have studied this year.	15.2	32.1	21.9	19.6	6.3	4.9
2 Write the following sentences using the proper verb. Give the rule which governs each. (a) Every boy and girl *(were, was)* invited. (b) Thomas or I *(were, was)* going to call for you. (c) The crowd *(is, are)* becoming uncontrollable.	43.3	6.7	11.6	14.7	2.7	21.0
3 Write a sentence using a predicate nominative. In what case is it? Why? Write a sentence using a predicate adjective.	63.4	7.6	7.6	8.0	3.1	10.3
4 What is the difference between a noun in apposition and a noun in the possessive case? Illustrate with sentences.	63.8	16.5	4.0	5.8	1.8	8.0
5 Name the personal pronouns and tell why they are so called. Write a sentence containing a relative pronoun. One containing an interrogative pronoun.	44.6	22.8	12.1	11.2	1.8	7.6
6 Place commas in the following sentence and give rules for same: Children we are glad indeed to welcome spring the most beautiful season of the year with its birds grass flowers and green leaves.	38.8	13.4	15.6	14.7	2.7	14.7
7 What is the difference between a complex and a compound sentence? Write one of each.	66.1	10.7	7.1	5.8	1.3	8.9
8 When morning began to dawn, our ship stuck on a sunken reef. Contract into a simple sentence and tell how you made the change.	56.3	8.0	7.1	2.2	.4	25.9
9 Analyze or diagram the following sentence: General Putnam, a brave Connecticut soldier, was the highest in rank on the ground, and, while Prescott was in *command behind* the fort, he took *general charge* of affairs.	27.7	30.8	17.9	8.5	.9	14.3
10 *Laocoon*, a *prince* of *Troy*, *warned* the *people* against the wooden horse. Parse the italicized words.	43.3	25.9	15.2	7.1	1.8	6.7
Per Cent. of Pupils Receiving These Grades in All the Questions.	....	45.5	29.0	12.1	4.9	8.5

Number of different pupils taking the above test, 224.

LANGUAGE—EIGHTH GRADE.

Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1 Write a reproduction of the story, "A Lesson of Mercy," on page 36 of "Ethics for Children."	16.0	31.9	26.9	13.4	6.7	5.0
2 Write a sentence containing a predicate noun. In what way is a possessive noun like a noun in apposition? How do they differ? Illustrate by sentences.	51.7	14.7	16.8	4.2	4.6	8.0
3 Name the three classes of pronouns, define them and use one of each class in a sentence.	56.7	13.4	18.1	5.0	2.1	4.6
4 Name the four forms of conjugation. Illustrate each in a sentence, using the verb "see."	50.8	7.6	12.2	5.9	2.9	20.6
5 When you use two singular subjects, how can you tell whether the verb should be singular or plural? Illustrate.	55.5	8.4	11.8	2.5	1.3	20.6
6 Write (1) a simple imperative sentence; (2) a compound declarative sentence; (3) a complex interrogative sentence.	42.4	9.7	13.4	21.0	1.7	11.8
7 Write a complex sentence. Change it to a compound.	74.4	5.0	3.8	5.5	.4	10.9
8 When you visit Boston you will go to the house where Longfellow our greatest poet lived. He wrote "Evangeline" "The Old Clock on the Stairs" "Hiawatha" "The Village Blacksmith" and many other poems. Lincoln said "With malice toward none with charity for all." Supply commas in the above sentences.	45.8	29.0	14.3	6.7	.8	3.4
9 Analyze: "And the night shall be filled with music, And the cares, that infest the day, Shall fold their tents, like the Arabs, And as silently steal away."	22.3	23.5	21.4	15.1	5.0	12.6
10 *Who* is the *boy whom your* father *hired to* care for his horse? Parse italicized words.	13.0	20.3	28.6	14.3	6.3	17.6
Per Cent. of Pupils Receiving These Grades in All the Questions.	.4	34.5	34.9	20.3	7.6	2.5

Number of different pupils taking the above test, 238.

GEOGRAPHY—FOURTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	What is the shape of the earth? The earth turning on its axis causes what and takes how long? The earth traveling around the sun causes what and takes how long?	92.7	2.8	2.3	....	.6	1.7
2	Name the grand divisions in order of their size. Name the oceans in order of their size.	84.7	9.0	3.4	1.1	....	2.3
3	Name the divisions of North America. What water touches North America on the north, east, south and west?	42.4	12.4	15.3	7.3	7.9	14.7
4	What is the capital of the United States. The largest city in the United States? What state do you live in? Give its capital.	74.6	2.3	7.9	1.7	.6	13.0
5	Name three large rivers and a mountain range of South America.	39.5	8.5	16.9	2.8	2.3	29.9
6	What are the five most important countries of Europe? Give capitals.	54.2	11.3	10.7	2.8	4.5	16.4
7	What and where are the highest mountains of the world?	70.6	3.4	2.8	.6	.6	22.0
8	How is Africa joined to Asia? Name the strait between Europe and Africa.	55.9	5.1	4.0	.6	1.1	33.3
9	Locate Australia. What are the people engaged in doing? What is their chief seaport?	23.7	4.0	21.5	6.2	5.1	39.5
10	Draw a map of North America putting in the Great Lakes, two mountain systems and the Mississippi River.	5.6	13.0	18.1	13.6	11.3	38.4
	Per Cent. of Pupils Receiving These Grades in All the Questions.	.6	41.8	23.7	11.9	9.0	13.0

Number of different pupils taking the above test, 177.

GEOGRAPHY—FIFTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	Name the motions of the earth, give the time required and the effect of each.	75.0	6.3	3.9	4.7	.8	9.4
2	In which zone do you live? What circles bound it? How wide is it? What is the latitude and longitude of Galesburg?	51.6	18.8	13.3	2.3	4.7	9.4
3	To whom does Canada belong? Name its capital, largest city and two products.	51.6	16.4	13.3	2.3	3.9	12.5
4	Name and locate two mountain systems of North America. Name two ranges of each and the minerals of each.	53.9	14.1	12.5	6.3	3.9	9.4
5	Name an important river in the Arctic Plain, in the Mississippi Valley, on the Atlantic Slope, on the Pacific Slope. Tell the direction in which each flows, and into what body of water.	60.9	10.2	8.6	7.0	1.6	11.7
6	Name the Great Lakes, giving outlet of each and a city on each.	61.7	13.3	9.4	4.7	3.1	7.8
7	In what part of the United States is wheat raised? Corn? Cotton? Tobacco? What is the chief occupation of the people in the New England States?	67.2	11.7	6.3	5.5	.8	8.6
8	What is the capital of the U. S.? Its largest city? Name and locate an important city on the Atlantic Coast, on the Pacific Coast, on the Gulf of Mexico, on the Great Lakes, on the Mississippi River, and in the Western Highlands.	49.2	17.2	14.8	8.6	2.3	7.8
9	Name the four most important detached possessions of the U. S., giving the capital and at least one product of each.	35.9	15.6	14.1	9.4	5.5	19.5
10	Draw a map of Illinois showing its three divisions. Locate three rivers and three cities.	18.0	12.5	15.6	10.9	13.3	29.7
	Per Cent. of Pupils Receiving These Grades in All the Questions.	3.9	48.4	20.3	16.4	5.5	5.5

Number of different pupils taking the above test, 128.

GEOGRAPHY—SIXTH GRADE.

Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1 Name two warm ocean currents. Tell which ocean each is in, and name one country warmed by each.	77.6	11.2	5.2	1 5	....	4.5
2 Why are the tropics and polar circles placed where they are? Give the width of each zone.	54.5	9.7	15.7	9.0	2.2	9.0
3 Name five things on which climate depends.	85.1	6.7	5.2	....	3.0	....
4 Name the three most important rivers of South America, and the plain drained by each. Tell with what each plain is covered.	53.7	11.2	17.9	6.7	.7	9.7
5 What is the principal mountain range of Europe? Name four rivers rising in these mountains and the body of water into which each flows.	57.5	12.7	14.2	7.5	3.7	4.5
6 Name the peninsulas of Europe, and a seaport in each.	51.5	18.7	11.9	6.0	3.7	8.2
7 Beginning at the northeast, name in order the peninsulas of Asia. What empire is east of Asia? What is its capital?	76.1	4.5	11.2	3.7	....	4.5
8 Describe the coast of Africa and its effect on commerce. Where are these places and for what noted? Sahara, Kimberly, Cairo, Alexandria, Tanganyika.	37.3	20.1	21.6	11.9	1.5	7.5
9 Name the chief river, two large cities and the principal products of Australia.	57.5	14.9	11.2	4.5	2.2	9.7
10 Draw a map of Europe.	7.5	14.9	20.9	9.0	8.2	39.6
Per Cent. of Pupils Receiving These Grades in All the Questions.	....	47.8	37.3	11.9	.7	2.2

Number of different pupils taking the above test, 134.

GEOGRAPHY—EIGHTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	What causes the change of seasons? Name the great circles that divide the earth into zones. Why are they located where they are? What do you understand by Latitude and Longitude?	48.7	19.3	21.8	7.1	1.3	1.7
2	Name the conditions on which climate depends. At the time of the Conquest of Mexico by Cortez, it was said that "Montezuma feasted upon fruits from the most opposite climes." How could he do this?	46.6	16.8	28.2	3.8	2.1	2.5
3	Name in order, the states bordering on the Great Lakes and the capital of each.	55.0	21.4	12.2	5.9	1.7	3.8
4	Why does the west coast of the United States have a milder climate than the east coast in the same latitude? Why does England have a milder climate than Labrador, which is in the same latitude? Why has Italy a warmer climate than New York and Illinois?	54.6	15.1	14.3	5.5	2.1	8.4
5	Name the three great river systems of South America, describe the land drained by each, and its products.	34.0	21.8	16.0	13.0	4.6	10.5
6	Name the peninsulas of Europe, and a city on each.	71.0	10.1	11.3	3.4	1.7	2.5
7	Name in order the peninsulas of Asia. What European countries control parts of Asia? What parts?	41.6	19.3	21.8	9.7	2.5	5.0
8	What European country owns the most important divisions of Africa? What other European countries control Africa? Name and locate the metropolis of Africa. What is the chief seaport of Egypt?	34.9	23.1	23.5	8.0	3.4	7.1
9	Name two rivers of Australia. Name two cities and give a fact about each.	59.2	15.5	12.2	4.6	2.5	5.9
10	Draw a map of North America putting in the two principal mountain systems, the Great Lakes, the St. Lawrence River, and the Mississippi River.	13.4	23.9	13.0	17.6	5.9	26.1
	Per Cent. of Pupils Receiving These Grades in All the Questions.	....	47.9	36.6	12.6	2.5	.4

Number of different pupils taking the above test, 238.

HISTORY—SEVENTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	In what way did Europe's trade with the Indies lead to the discovery of America? Who discovered the continent of America? How was it proven that a new continent and not a part of the Indies had been discovered? Give dates.	50.2	17.6	19.4	6.6	1.8	4.4
2	What two leading explorers do we think of in connection with the Mississippi River? What two with the St. Lawrence and Lake Champlain? What one with the Hudson River? With Virginia? Tell for what nation each was exploring.	60.4	17.6	13.2	4.0	.9	3.5
3	Name the Thirteen English Colonies. Give the date, place and object of the settlement of Mass., New York, Penn., Maryland, Virginia and Georgia.	39.2	27.8	22.0	6.2	1.8	3.1
4	Write a paragraph comparing Massachusetts colony with Virginia colony. Speak of the different view each held on Education, Government and Labor.	33.0	20.7	21.1	8.8	1.8	14.5
5	When and where was negro slavery introduced? When and where was entire religious freedom granted? When and where was the first public school founded?	41.4	14.5	11.5	15.4	2.6	14.5
6	What caused the long series of wars between the French and English colonies in America? State time, cause and final result of the French and Indian War. What battle is called the "Turning Point" in American History? Why?	39.2	15.4	15.9	11.0	6.2	12.3
7	What caused the Revolution? When and where was the Declaration of Independence signed? Why was the adoption of this document so important?	43.6	17.6	19.8	11.0	.4	7.5
8	When and where did Burgoyne surrender? Give two results. What was the last battle of the Revolution? Who surrendered?	57.7	11.5	14.5	5.3	1.8	9.3
9	By what were the States governed after the war? Why was this kind of Government not sufficient? What did the new Constitution do for the nation?	45.4	15.0	14.1	8.8	2.6	14.1
10	What was the Northwest Territory? Why did it help to hold the states together? Give two or three provisions of the "Ordinance of 1787."	52.9	11.0	9.3	12.3	3.1	11.5
	Per Cent. of Pupils Receiving These Grades in All the Questions.	.9	48.9	27.3	13.7	4.0	5.3

Number of different pupils taking the above test, 227.

HISTORY—EIGHTH GRADE.

	Per Cent. of Pupils Receiving These Grades in Each of the Ten Questions.	100	90 to 100	80 to 90	70 to 80	60 to 70	Below 60
1	When did the Constitution go into operation, and what two things did it accomplish? Name two important events in Washington's administration.	68.2	12.1	8.9	5.9	1.3	3.8
2	Why and when did the U. S. purchase Louisiana?	57.7	17.2	13.4	6.3	1.7	3.8
3	Name the laws that restricted slavery and two that extended slavery.	34.3	12.1	20.5	13.0	4.2	15.9
4	Locate the Erie Canal and the National Road. What was the object of each? These two improvements mark the beginning of what period in our history?	48.5	22.6	10.0	5.0	5.0	8.9
5	Name and locate three important acquisitions of territory. How were they obtained? From whom? Why important to us?	39.3	30.1	18.0	7.5	2.5	2.5
6	Name an invention that developed the south, telling in what way it influenced the country. Name two inventions, important to the north, and tell how the inventions influenced the north.	47.3	18.0	17.2	8.9	5.4	3.3
7	What was the nullification act? What persons are brought to your mind by that name? Why is each worthy of note in history?	35.6	14.6	23.0	9.2	4.2	13.4
8	Give the cause of the Civil War. Where was the first gun fired? What was the first battle between iron ships? What battles were fought July 1, 2, 3. What did Sherman do to cut the Confederacy in two? Name three Northern generals. Name two Southern generals.	53.1	28.9	10.0	3.8	.4	3.8
9	Name the results of the Civil War. Give the point to the thirteenth, fourteenth and fifteenth amendments. What do you understand by Civil Service?	30.5	26.8	24.3	8.4	4.2	5.9
10	Name three expositions, telling where they were held, and the events comemmorated. Give two events that will be recorded in history that have occurred within your memory.	41.0	20.1	14.6	9.6	4.6	10.0
	Per Cent. of Pupils Receiving These Grades in All the Questions.	3.3	44.8	32.6	14.2	4.2	.8

Number of different pupils taking the above test, 239.

CHAPTER IX.

COURSE OF STUDY.

The following outline of studies pursued by the pupils of the Galesburg schools has been prepared with a view of making it intelligible to any patron who may wish to know what his child is doing each year in each subject, the regular course of study being, as is always the case, for the use of the teachers who have the text-books at hand to which they can refer. Such an outline has been suggested by the many statements and inquiries made by parents in regard to their children's progress and its object is to aid and encourage parents to take an active interest in the work of their children, and thus to secure their intelligent sympathy.

READING.

This is the most important branch of study in the education of the child, for it is the key to all other studies.

In the first year of school the child is expected to complete the First Reader; in the second year, the Second Reader; in the third year, the Third Reader. The fourth and fifth years are given to the Fourth Reader. The Fifth Reader is used in the sixth and seventh years and a supplementary reader is read in the eighth year. Much supplementary reading is used in each grade.

When a pupil can read fluently and with proper expression, both the required and supplementary reading of his grade, give the meaning of all the words and spell those in ordinary use, name and tell the uses of the different marks of punctuation, and, in the more advanced grades, explain the geographical, biographical, and literary references in

the selections read, he has attained the standard sought for promotion in reading.

ARITHMETIC.

NOTE.—This course of study in arithmetic was prepared especially for the Public Schools of Galesburg, Illinois, by Mr. Frank H. Hall, author of the Werner Arithmetics, to whom we feel greatly indebted for this valuable service.

FIRST HALF-YEAR

I. Examine each pupil as to his number knowledge. To do this:

(1) Place before him 20 or 30 toothpicks, splints or crayons. Then say, give me two; give me four; give me three, etc.

(2) Put four crayons into the hands of the pupil. Then say, give me half your crayons. Do the same with six crayons; with one crayon; with three crayons, etc.

(3) With crayons or toothpicks arranged in groups to correspond with each statement, say,
Two crayons and two crayons are.....
Three crayons and one crayon are.....
Three crayons and two crayons are.....
Etc., Etc.

(4) Pupils who do well in the foregoing should be tested as to their imagining power with such incomplete statements as the following, the objects themselves not being present to the senses:
Two apples and two apples are.....
Three marbles and one marble are.....
Three oranges and two oranges are.....
Etc., Etc.

(5) Make a careful record of the pupil's attainments with respect to number.

II. Beginning with each pupil *at the point of hesitation*, teach orally the number facts given on pages III, IV, V and VI, of Chapter I, of Hall's Arithmetic Primer. At first the work must be done mainly by means of individual instruction. Later, the children may be taught in groups, provided

each group is made up of pupils of similar attainments; but frequent changes in the grouping will be necessary, and the teacher must never lose sight of the individual pupil—must never attempt to teach the class.

III. At the close of the half-year each pupil should be familiar with the following:

(1) The first six primary facts of addition, namely, 1 and 1, 2 and 1, 2 and 2, 3 and 1, 3 and 2, 4 and 1.

(2) Five multiplication facts, namely 2 2's, 2 5's, 2 10's, 3 10's, 4 10's.

(3) Six partition facts, namely, ½ of 4, ½ of 10, ½ of 20, ½ of 40, ½ of 3, ½ of 5.

SECOND HALF-YEAR

I. Do the remainder of the work suggested in Chapter I of the Arithmetic Primer.

II. Do the work suggested in Chapter II of the Arithmetic Primer. The four topics in this chapter, "Administration," "Nature Study," "Construction Work," and "Reading," are *not to be presented consecutively;* but work should be selected from each according to the needs and the ability of the pupils. Indeed many of these applications of number knowledge may be used during the first half-year of school, and it may be necessary to omit some of them until the second school year. *Only so much should be attempted as can be well done.*

III. **At the close of the first school year, the minimum amount accomplished should include, in addition to the number facts given in the work for the first half-year, the following:**

(1) Six primary facts of addition, namely, 3 and 3, 4 and 2, 5 and 1, 4 and 4, 5 and 5, 6 and 6.

(2) Six multiplication facts, namely, 2 3's, 2 4's, 2 6's, 3 3's, 3 4's, 4 3's.

WESTON SCHOOL

Location, corner of Mulberry Street and Allen's Avenue. A thirteen-room building, with Auditorium and Office. Four rooms built in 1869. Two rooms added in 1879. Seriously damaged by fire in May, 1882, rebuilt in 1882. Remodeled and enlarged in 1894. Cost of plant, $40,940.

(3) Five partition facts, namely, ½ of 6, ½ of 8, ½ of 12, ¼ of 12, ¾ of 12.

NOTE.—The method of procedure in teaching the above facts must be that indicated in the Arithmetic Primer. Figures, if employed at all, must be used sparingly, and the facts presented, first by means of objects, then by the imaging of objects. After the clear perception of a primary number fact, it should be perfectly memorized.

THIRD HALF-YEAR

I. Teach orally the number facts and applications given in the Primer of Arithmetic, pages 1 to 40. Much of the work is a review of that done in Grade I.

II. About January 1st the Primer may be put into the hands of pupils for reviewing, *by means of printed symbols*, the facts and applications of number that have already been taught *by means of spoken symbols.*

III. At the close of this half-year, each pupil should be familiar with the first 33 primary facts of addition and the corresponding subtraction facts. (See Book I., page 6.) He should know the 12 facts of multiplication given on page 41 of the Primer, and the partition facts and denominate number facts given on the same page.

FOURTH HALF-YEAR

I. No new primary addition facts are introduced during this period, but great care must be taken that the pupil does not "lose his grip" upon the 33 already learned.

II. Pupils who master the first 40 pages of the Primer during the third half-year, will easily complete the book during the fourth half-year. The number facts should be taught orally and the books put into the hands of the pupils from time to time for reviewing that which they have already learned.

III. In this period (or in any period) only so much should be attempted as can be well done. The pupil who masters half the work given in the Primer will be much better prepared for Book I. than the pupil who "goes through"

the entire book but does his work in an unsatisfactory manner.

IV. The work should be done mainly without slate or paper. After the pupil can add 46 and 12 or 49 and 12 "mentally," he may be allowed to use a pencil in doing it—*not before.*

V. **At the close of the second school year, the minimum amount accomplished should include the following:**

(1) The first 33 primary facts of addition and the corresponding subtraction facts.

(2) At least half of the 34 primary facts of multiplication (2 times 2 to 6 times 6) given in the Primer.

(3) The adding "mentally" of 2, 3, 4, 10, 11, and 12, to any number less than 100, and the subtracting "mentally" of any one of the above numbers from any number greater than itself and not greater than 100.

(4) The dividing (partition) as indicated in the following: ½ of 5 inches, of 7 inches, of 46, of 65; ⅓ of 6, of 9, of 12; ⅔ of 6, of 9, of 12; ¼ of 12; ¾ of 12, etc.

(5) The imaging of squares, oblongs, and cubes; shown by the ability to answer simple questions concerning these when the objects themselves are not present to the senses.

(6) The writing of numbers from 1 to 150.

GRADE III.

Observe that the work of this grade and of Grade IV., is an elaboration of the *primary spiral* suggested in the following:

$6+2=8$ $6-2=4$ $6c\times2=12c$ $6c\div2c=3$ $6c\div2=3c$

In Book I., this spiral appears five times on page 9, twice on page 10, five times on page 11, and more than one hundred fifty times in all. On page 23, common fractions are introduced into the spiral; on page 70, decimals. The entire book is built on and around this spiral.

First Month.—Werner Book I, pages 9 to 24.
Second Month.—Werner Book I, pages 25 to 40.
Third Month.—Werner Book I, pages 41 to 56.

Observe that on page 41 three new number facts are introduced. Others appear at the tops of pages 47, 48, and 51. After these are clearly perceived they should be perfectly memorized.

FOURTH MONTH.—Werner Book I, pages 57 to 72.

Note the new number facts at the tops of pages 57, 61, 67, and 71. While these are being taught, take care that those already learned are not forgotten. Teach carefully and thoroughly the meaning of problems 4 and 5 on page 64. Teach the writing of tenths decimally; see page 70.

FIFTH MONTH.—Werner Book I, pages 73 to 88.

Teach the number facts given at the tops of the pages. Do not neglect the review given on page 82. See that the pupil knows the meaning of problems 5 and 6 on page 84.

SIXTH MONTH.—Werner Book I, pages 89 to 104.

Take care of the new number facts at the tops of the pages and of problems 5 and 6 on page 94. Review the problems at the bottom of page 90 as preparation for those at the bottom of page 100.

SEVENTH MONTH.—Werner Book I, pages 105 to 120.

For seat-work, require pupils to copy part of a page of the book, filling all the blanks; or give problems similar to those found at the bottom of pages 104, 108, 114, 118, or like those on pages 110 and 120.

EIGHTH MONTH.—Werner Book I, pages 121 to 136.

See that the primary multiplication facts are perfectly memorized; both those in the month's work and all that the pupil is supposed to have learned before.

NINTH MONTH.—Werner Book I, pages 137 to 153.

At the close of the third school year, the minimum amount accomplished should include the following:

(1) The 45 primary facts of addition and the 81 corresponding subtraction facts. See Book I., pages 6 and 82, and "Arithmetic: How to Teach It," page 22.

(2) The 64 primary facts of multiplication and the 128 corresponding facts of division. See Book I., page 152, and "Arithmetic: How to Teach it," pages 22 and 23.

(3) All the denominate number facts that appear in Part II. of Book I.

(4) Adding, subtracting, multiplying, dividing, ("measurement") and dividing ("partition"); (1) with simple numbers, such as appear at the bottom of pages 124, 128, 134, 138, 144; (2) with common fractions, such as appear at the tops of pages 126, 136, 146, and on pages 147, 148, 149, and 150; (3) with decimals (tenths) such as appear on pages 70, 80, 90, 100, 110, 120, 130, 140, and 153.

NOTE.—The teacher should insist from the first and until the last, upon accuracy *in all figure manipulation.* The pupil should solve every problem twice and, whenever practicable, in two ways, before submitting the answer to the teacher. To illustrate: If he is required to multiply 26 by 4, he should prove his work by finding the sum of 4 26's, or he may multiply 26 by 3 and add 26 to the product. Read pages 18, 19, 20, and 21 of "Arithmetic: How to Teach It."

GRADE IV.

In Book I., compare pages 155 and 195; 156 and 196; 157 and 197, etc. Observe that the *primary spiral* continues to be the basis of the work and that one part of the book is usually a direct preparation for some other part of the book. If at any point pupils have serious difficulty, something has been omitted or passed over too lightly. Do not attempt to explain away the difficulty but find the cause of the weakness and allow the pupils to strengthen themselves by doing that which has been too hastily passed over. In many instances a review of some portions of Part II. will be necessary as preparation for certain pages of Part III.

FIRST MONTH.—Werner Book I, pages 155 to 166.

For seat-work pupils may copy certain pages, filling the blanks, or they may re-solve the problems on pages 100, 110, 120, 130, 140, and 153; or the teacher may provide problems similar to those found on page 153. Problems *(a)*, *(b)*, *(c)*,

etc., at the bottom of pages 158, 159, 160, 161, 162, 163, 164, 165, and 166 are for seat-work.

SECOND MONTH.—Werner Book I, pages 167 to 178.

All the *letter* problems are for seat-work. Observe that the problems to which *numbers* are prefixed are, in most instances, a direct preparation for other problems to which letters are prefixed. The *numbered* problems are for class work.

THIRD MONTH.—Werner Book I, pages 179 to 190.

Observe the foot-notes and the suggestions to teachers at the tops of the pages. Seat-work, as directed for second month. Pupils should be able to solve problems on page 184 *without errors.*

FOURTH MONTH.—Werner Book I, pages 191 to 202.

Note that page 155 is the preparation for page 195; page 156 for 196, etc. If good work was done during the first month of this school year, the work of the fourth month will not be found too difficult.

FIFTH MONTH.—Werner Book I, pages 203 to 214.

"Make haste slowly." Review if necessary. *Two problems are given in the work of this month that are too difficult for pupils at this stage of their progress.* See if pupils will discover them.

SIXTH MONTH.—Werner Book I, pages 215 to 226.

While doing the regular work for this month, frequently review the work in decimals.

SEVENTH MONTH.—Werner Book I, pages 227 to 238.

Continue the review of decimals.

EIGHTH MONTH.—Werner Book I, pages 239 to 250.

Note that "long division" problems now appear for the first time, except the preparatory work on page 238. During this and the following month an unusual amount of attention should be given to *figure processes*—work with the pen-

cil in the so-called fundamental operations of adding, subtracting, multiplying, and dividing, with simple integral numbers.

NINTH MONTH.—Werner Book I, pages 251 to 256.

First, have pupils read these pages in class; then read them at their seats. The main point is, not that these statements should be committed to memory, but that they should be understood. By use, the pupils have already become familiar with most of the terms employed and have learned most of the number facts given. Perhaps the pages may prove helpful to pupils in learning to express their own thoughts about the processes and relations of which arithmetic treats.

During the month much attention should be given, if necessary, to the fundamental operations with figures—particularly to "long division;" not *very* long either: about as long as the problems appearing at the bottom of page 250.

At the close of the fourth school year, pupils should be able:

(1) To read and write all integral numbers that can be represented by four figures or less.

(2) To add, subtract, multiply, and divide:

(a) Integral numbers represented by four figures or less, no divisor or multiplier being employed consisting of more than two figures.

(b) Common fractions, with no denominator larger than 20.

(c) Decimals—tenths and hundredths only.

(d) Denominate numbers similar to those found in Book I.

(3) To use correctly, and understand when others use them, the following terms: Sum, minuend, subtrahend, difference, multiplicand, multiplier, product, dividend, divisor, quotient, fraction, numerator, denominator, improper fraction, proper fraction, area, perimeter, square, oblong, cube, triangle, pentagon, decimals, decimal point.

(4) To solve easily and quickly problems like the following:

⅔ of 3 are.....	3 are (or is) ⅔ of.....
⅔ of 6 are.....	6 are (or is) ⅔ of.....
⅔ of 12 are.....	12 are (or is) ⅔ of.....
⅔ of $2.50 is (?)	$2.50 is ⅔ of.....

8 is what part of 12? etc., etc.

Do similar work with 1 third, 1 fourth, 3 fourths, 1 fifth, 2 fifths, 3 fifths, and 4 fifths. See Book I., page 17, bottom of pages 30 and 72, top of pages 232, etc.

GRADE V.

FIRST MONTH.—Werner Book II, pages 11 to 26.

Read "Suggestions to Teachers," page 10. Read "The Foundation," page 5. Use Book I. in preparing for the work of Book II. whenever necessary. The main business of the teacher is to see that the pupil is prepared for a given page before he undertakes its mastery.

SECOND MONTH.—Werner Book II, pages 27 to 42.

If a page seems difficult, prepare for it by reviewing the 20th and 10th pages preceding it.

THIRD MONTH.—Werner Book II, pages 43 to 58.

If the *letter problems* do not furnish a sufficient amount of seat-work, give additional problems from the "Supplementary Seat-Work" in the Teachers' Hand-Book to the Werner Arithmetics.

FOURTH MONTH.—Werner Book II, pages 59 to 74.

FIFTH MONTH.—Werner Book II, pages 75 to 90.

SIXTH MONTH.—Werner Book II, pages 91 to 106.

Review as preparation for an advance lesson whenever this seems necessary. If page 103 seems difficult, review pages 83 and 93. Often ask pupils to *tell the meaning* in multiplication and division problems.

SEVENTH MONTH.—Werner Book II, pages 107 to 122.

If the percentage work gives trouble, review all the preceding percentage pages. If *any* page gives trouble, review, *review*, REVIEW.

EIGHTH MONTH.—Werner Book II, pages 123 to 138.

NINTH MONTH.—Werner Book II, pages 139 to 149.

At the close of the fifth school year, pupils should be able to do accurately work similar to that given in Part I. of Werner Book II., under seven heads, namely:—Simple

Numbers, Common Fractions, Decimal Fractions, Denominate Numbers, Measurements, Ratio and Proportion, and Percentage. Pages 141 to 149 may be regarded as test pages. Pupils who can, without assistance, solve the problems on these pages accurately, will thus prove themselves masters of this part of Book II.

GRADE VI.

First Month.—Werner Book II, pages 151 to 166.

If more can be accomplished than what is here assigned, give additional problems from the "Supplementary Seat-Work" in the Teachers' Hand-Book to the Werner Arithmetics.

Second Month.—Werner Book II, pages 167 to 182.

Third Month.—Werner Book II, pages 183 to 198.

Before attempting page 194, review pages 164, 174, and 184. Note that pages 162, 163, 173, 183, give the preparation for 193, and 203. Take care that pupils know the meaning of problems on these pages before their solution is attempted.

Fourth Month.—Werner Book II, pages 199 to 214.

Fifth Month.—Werner Book II, pages 215 to 228.

The specific-gravity problems will not be found dfficult, if pupils understand the meaning of the term. Read notes at bottom of page 214.

Sixth Month.—Werner Book II, pages 229 to 242.

The "inverting of the divisor" appears for the first time on page 232. If the teacher desires further discussion of this popular *short cut* in division of fractions, see Book III., page 101.

Seventh Month.—Werner Book II, pages 243 to 256.

Eighth Month.—Werner Book II, pages 257 to 270.

Ninth Month.—Werner Book II, pages 271 to 288.

First have pupils *read* these pages *in class.* If they apprehend the statements therein given, they will at length

comprehend them. *Do not ask pupils to memorize what they do not apprehend, or express what they do not perceive.*

During the ninth month attention may be given to accuracy in the more common figure processes. Use the "Supplementary Seat-Work" in the Hand-Book if necessary.

GRADE VII.

FIRST MONTH.—Werner Book III, pages 11 to 30.

Pupils should read the first ten pages (11 to 20) in class, filling all the blanks. If necessary, supplement the second ten pages (21 to 30) with examples selected from pages 319 and 320.

NOTE.—In the later editions of Book III, 64 pages of "Supplementary Problems" are given. These are provided to give elasticity to the Course. The extent to which these shall be employed in practice must depend upon the needs of the pupils and the judgment of the teacher. They may be omitted altogether and taken in the high school as a review of the work in arithmetic. THE AUTHOR.

SECOND MONTH.—Werner Book III, pages 31 to 50.

Supplement the work, if necessary, with examples selected from pages 321, 322, 323, 324, 325, and 326.

THIRD MONTH.—Werner Book III, pages 51 to 70.

If more examples seem necessary, select from pages 327, 328, 329, 330, and 331.

FOURTH MONTH.—Werner Book III, pages 71 to 90.

For additional problems, if desired, see pages 332, 333, and 334.

FIFTH MONTH.—Werner Book III, pages 91 to 110.

Other examples for practice and for tests may be found on pages 335, 336, and 337.

SIXTH MONTH.—Werner Book III, pages 111 to 124.

Additional work may be selected from pages 338 and 339.

SEVENTH MONTH.—Werner Book III, pages 125 to 138.

Test pupils with examples found on pages 340, 341, and 342.

EIGHTH MONTH.—Werner Book III, pages 139 to 150.

For test problems, see pages 343, 344, 345, 346, and 347.

NINTH MONTH.—Werner Book III, pages 151 to 161.

Additional examples for practice and for tests may be found on pages 348 and 349.

During the ninth month give special attention again to accuracy in the more common figure processes. Pages 319, 321, 325, 335, 336, etc., provide the necessary problems for such a drill. Or, better, get actual business problems from the farms, the warehouses, the lumber yards, the creameries, the banks and the stores, in which the parents of some of the pupils are interested. Help the pupils to discover that inaccurate figuring is of no value whatever.

GRADE VIII.

FIRST MONTH.—Werner Book III, pages 151 to 170.

For tests and extra practice work for eighth year pupils, see "Supplementary Problems" found on pages 319 to 382 of Book III. Teachers should select from these pages such work as seems best adapted to the needs of classes or of individual pupils.

SECOND MONTH.—Werner Book III, pages 171 to 190.

THIRD MONTH.—Werner Book III, pages 191 to 210.

FOURTH MONTH.—Werner Book III, pages 211 to 230.

FIFTH MONTH.—Werner Book III, pages 231 to 250.

SIXTH MONTH.—Werner Book III, pages 251 to 270.

SEVENTH MONTH.—Werner Book III, pages 271 to 286.

EIGHTH MONTH.—Werner Book III, pages 287 to 302.

NINTH MONTH.—Werner Book III, pages 303 to 318.

NOTE.—The remaining 64 pages of Book III may be mastered by the more ambitious pupils, during the eighth school year; or they may be in part or wholly omitted (except as they are used for tests) until the third high school year. THE AUTHOR.

LANGUAGE.

Remarks.—The object of language teaching is to give the child correct forms for the expressions he is constantly using and to lead him to express his thoughts in an easy and connected manner.

Oral exercises should, as a rule, precede all written work. Careful instruction in composition should be given:

First, by class exercises in which the compositions are composed by the children and written on the board by the teacher.

Second, by a series of carefully prepared questions, the answers to which will form a connected story or description.

Third, by outlines which the children have helped to make.

Originality and variety of expression are the tests of good teaching. To aid the teacher in securing these results by making the work for each grade definite is the object of this outline with its references.

BOOKS OF REFERENCE.

These books are furnished the teachers by the Board of Education. All references, if not otherwise indicated, are to Book I. of the series.

(1) Two-Book Course in English—Hyde. D. C. Heath & Co.

(2) Foundation Lessons in English.—Woodley. The Macmillan Co.

(3) Metcalf's Elementary English.—Metcalf. American Book Co.

(4) The Mother Tongue.—Arnold and Kittridge. Ginn & Co.

(5) Language Lessons from Literature.—Cooley. Houghton, Mifflin & Co.

(6) New Language Lessons.—Southworth. Benj. H. Sanborn & Co.

(7) Language Through Nature, Literature and Art.—Perdue and Griswold. Rand McNally & Co.

FIRST YEAR

ORAL.

I. *Freedom and Confidence.*—To this end the work should consist of conversations about such familiar objects as will sufficiently interest the pupil to induce him to take an active part. At this time the pupil should be required to give his answers in complete sentences.

II. *Reproduction of Stories.*—The teacher should furnish the pupil with new material for thought and conversation by means of stories, encouraging him to tell what has been presented. These stories should be both real and imaginary and such as will create a taste for good literature. The following stories and fables will be found suitable, both for reading aloud and for reproduction: "The Three Bears," "Cinderella," "The Discontented Pine Tree," "The Story of Cedric," "The Dog and his Shadow," "The Wind and the Sun," "The Mouse and the Lion," "Story of Columbus," "Story of the Pilgrims," "Story of Washington," "Story of Lincoln." These stories with many others, can be found in Baldwin's "Fairy Tale and Fable," McMurray's "Classic Stories," Harrison's "Story Land," and Wiggin's "Story Hour."

Poems suitable for memorizing in the primary grades can be found in "Lullaby Land," by Eugene Field; "A Child's Garden of Verses," by Robert Louis Stevenson, and "The Land of Song," a compilation of poems for children, published by Silver, Burdette & Co.

WRITTEN.

I. *Pupil's Name.*

II. *Accurate Copying of Script and Print.*

III. *Dictation of Short Sentences.*

IV. *Sentences Suggested by Pictures.*

References: Hyde, pp. 13, 16, 17.
Woodley, pp. 21, 26.
Metcalf, pp. 7, 8, 9.
Mother Tongue, pp. 14, 15, 16, 17.

V. *Capitals and Punctuation.*—The first four topics in written language should teach the following uses of capitals and punctuation marks in telling and asking sentences:

1 Capitals..... { (1) The first word of every sentence.
(2) Names of persons and places.
(3) The words I and O.

2 Punctuation..... { (1) Period.
(2) Question mark.

References: Hyde, pp. 1, 2, 3.
Woodley, pp. 16, 17.
Metcalf, pp. 5, 6, 7, 8.
Mother Tongue, pp. 6, 7, 8, 9, 10.

SECOND YEAR

I. *Copying of Paragraphs and Stanzas.*

II. *Reproduction of Stories.*

References: Second Reader, pp. 42, 46, 49, 51, 68, 70, 79, 105, 150, 155.
Hyde, pp. 9, 22, 45, 60, 66, 69, 75, 89, 191.
Woodley, pp. 35, 42, 68, 70, 73.
Mother Tongue, pp. 28, 57, 74, 79, 83.
Southworth, pp. 17, 22, 56, 57, 66, 67, 70, 74.

III. *Description of Pictures.*

References: Hyde, pp. 6, 14, 24, 32, 42, 54, 65.
Woodley, pp. 36, 56, 65.

IV. *Nature Study.*

References: Woodley, pp. 21, 25, 26, 46, 50.
Southworth, pp. 17, 22, 56, 57, 66, 67, 70, 74.

NOTE.—The written exercises in composition in this grade should consist largely of short compositions suited to the time and season; description of the month, its weather, products, sports, common flowers, fruits and vegetables, and especially of the holidays.

V. *Combining Sentences.*

References: Woodley, pp. 37-40.
Maxwell, pp. 43, 48, 53, 59, 76, 78.

VI. *Capitals.*—The use of capitals extended to the days of the week, the months of the year, and the holidays.

References: Hyde, pp. 23, 25.
Woodley, p. 51.
Metcalf, pp. 19-20.
Mother Tongue, pp. 19, 50, 57.
Southworth, pp. 30, 140.

NOTE.—The use of the Comma in a series of words having the same construction should here be taught.

VII. *Number and Form of Verbs.—Is* and *are, was* and *were, has* and *have. Go, see, do.*

References: Hyde, pp. 44, 46, 48, 50, 53, 54.
Woodley, pp. 74, 77, 126.
Metcalf, pp. 15, 16, 21, 80, 83.
Southworth, pp. 34, 52, 59, 70, 104, 107.

VIII. *Personal Pronouns.*—Pronouns used as subjects of verbs.

References: Hyde, p. 145.
Southworth, p. 99.

IX. *Apostrophe.*—The use of the apostrophe to denote omission of letters in a word.

References: Hyde, pp. 61, 62, 63.
Woodley, pp. 102, 187.
Metcalf, p. 89.
Mother Tongue, pp. 84, 85, 86.
Southworth, pp. 19, 46, 75.

X. *Adjectives.*—The articles *a, an* and *the.*

References: Hyde, pp. 117, 118, 119.
Mother Tongue, p. 217.
Language Lessons from Literature, pp. 64-65.

XI. *Choice of Words.*—Teach the pupils to avoid the use of *learn* for *teach; can* for *may* in asking questions; *lay* for *lie, set* for *sit,* and *them* for *these.*

References: Woodley, p. 159.
Southworth, pp. 127, 129, 132, 145.
Language Lessons from Literature, pp. 34-35, 188.

XII. *Homonyms.*—These are found in the Reader of this grade.

New, knew; blue, blew; no, know; our, hour; tail, tale; write, right; one, won; wood, would; cent, sent; great, grate; ate, eight; there, their; hole, whole; sun, son; here, hear; by, buy; rose, rows; dear, deer; steal, steel; meat, meet; piece, peace; to, two, too; see, sea; led, lead; road, rode; bow, bough.

THIRD YEAR

I. *Composition.*

(1) Copying and Dictation:

References: Hyde, pp. 28, 45, 58, 62, 69, 82, 196.
Metcalf, pp. 45, 46.
Mother Tongue, pp. 49, 90, 98, 112, 155, 135, 150, 187.

(2) Reproduction:

References: Third Reader, pp. 17, 40, 70, 77, 81, 85, 151, 163.
Hyde, pp. 22, 45, 60, 85, 191, 193.
Woodley, pp. 30, 61-64, 87-88.
Metcalf, pp. 14, 22, 26, 44, 54, 68.
Mother Tongue, pp. 31, 47, 57, 74, 161, 174.
Southworth, pp. 36, 39, 44, 64, 106.

(3) Invention: (A story suggested by a picture or outline.)

References: Hyde, pp. 32, 94.
Woodley, pp. 36, 103.
Metcalf, pp. 13, 17, 21, 43, 47.
Southworth, pp. 70, 76, 83.

(4) Description:

References: Hyde, pp. 32, 94, 155.
Woodley, pp. 29, 46, 82, 89, 96.
Metcalf, pp. 18, 32, 38, 39, 118.
Mother Tongue, p. 30.
Southworth, pp. 17, 25, 46, 61, 66.

(5) Letter Writing:

References: Hyde, pp. 37-42, 183.
Woodley, pp. 57-60.
Metcalf, pp. 92, 99, 106.
Mother Tongue, pp. 62, 69, 111, 113, 132, 180.
Southworth, pp. 40, 94, 110, 125, 155.

NOTE.—One exercise in each of the above forms of composition is required every month from each pupil.

II. *Combining Sentences.*

References: Woodley, pp. 37-40.

III. *Abbreviations.*—Titles, initials and dates.

References: Hyde, pp. 17, 26, 34, 35, 36.
Woodley, pp. 130-132.
Metcalf, pp. 9, 102, 103.
Mother Tongue, pp. 18, 68, 72.
Southworth, pp. 11, 14, 15, 33.

IV. *Forms of Verbs.*—Use of the irregular verbs *ring, sing, begin, bring, write, eat, tear, come, run, hear, take.*

References: Hyde, pp. 124, 126, 123.
Metcalf, p. 112.
Southworth, pp. 140, 142, 146, 151.
Language Lessons from Literature, pp. 46-47, 128, 188, 189, 191.

V. *Personal Pronouns.*

References: Hyde, p. 145.
Metcalf, pp. 80, 149.
Southworth, p. 99.

VI. *Apostrophe.*—The use of the apostrophe to denote possession without regard to number.

References: Hyde, pp. 100-103.
Woodley, pp. 153-155.
Metcalf, pp. 74-75.
Mother Tongue, pp. 123, 130, 275.
Southworth, pp. 24, 26, 79, 91.

VII. *Adjectives.*—Use of *this* and *that* and their plurals. Use of comparative and superlative forms.

References: Hyde, pp. 116, 117.
Metcalf, p. 66.
Southworth, p. 152.

VIII. *Quotations.*—The three forms of direct quotations are taught:

References: Hyde, pp. 56, 57, 190.
Woodley, pp. 70-73, 164-167.
Metcalf, pp. 109, 111, 144.
Mother Tongue, pp. 104, 138, 144, 201.
Southworth, pp. 37, 68, 87.

IX. *Homonyms.*—These are found in the Reader of this grade.

Made, maid; knows, nose; flower, flour; son, sun; see, sea; pair, pear; be, bee; ant, aunt; ate, eight; cents, sense; fair, fare; pail, pale; pane, pain; red, read, rode, road; not, knot; pray, prey; cent, sent, scent; four, fore; hare, hair; sail, sale.

FOURTH YEAR

I. *Composition.*

(1) Dictation:

References: Hyde, pp. 79, 82, 98, 121, 148, 157, 204.
Language Lessons from Literature, pp. 7, 22, 32, 46, 57, 64, 90, 100, 104.

(2) Reproduction:

References: Fourth Reader.
Hyde, pp. 60, 75, 89, 109, 149, 191.
Woodley, pp. 68, 73, 85, 168, 180.
Metcalf, pp. 23, 26, 54, 68, 75, 83.
Mother Tongue, pp. 79, 83, 88, 89, 91, 111.
Southworth, pp. 6, 36, 60, 66, 153.
Language Lessons from Literature, pp. 13-14, 69-71, 106, 110, 115-118, 123-124, 155.
Language through Nature, pp. 24, 47, 58, 75-76, 120, 128-131, 153, 155-158.

(3) Invention: (A story suggested by a picture or outline).

References: Metcalf, pp. 24, 39, 43, 47, 57, 62, 70, 81.
Mother Tongue, pp. 207, 208, 272.
Southworth, pp. 9, 12, 17, 25, 49, 90.
Language Lessons from Literature, pp. 12, 90, 98.

(4) Description:

References: Hyde, pp. 113, 116, 127, 152.
Woodley, pp. 32, 37, 65, 88.
Metcalf, pp. 35, 50, 64, 73, 78, 87, 105.
Mother Tongue, pp. 30, 47, 61, 75, 93, 100, 103.
Southworth, pp. 20, 23, 57, 61, 97, 144.
Language Lessons from Literature, pp. 1-2, 26. 36, 72-74, 107-108.
Language through Nature, pp. 26, 30, 33, 37, 40, 41, 46, 48, 51, 52, 57, 61, 62, 64, 66, 70, 72, 79, 80, 81, 94, 97, 101, 102, 103.

(5) Letter Writing:

References: Hyde, pp. 37-42, 69, 172, 183, 189, 200.
Woodley, pp. 57-61, 79, 112, 132.
Metcalf, pp. 92, 95, 96, 99, 100, 102, 106.
Mother Tongue, pp. 58, 62-71, 75, 87, 90, 93.
Southworth, pp. 94, 110, 116, 126, 136.
Language Lessons from Literature, pp. 38-42, 45-46, 65-66.

II. *The Comma.*—Use of the comma in *(a)* case of address, *(b)* apposition, *(c)* quotation, *(d)* yes and no, and *(e)* a series of words.

References: Hyde, pp. 59, 68, 198, 57, 195.
Woodley, pp. 159-160, 37-40, 70-73, 124, 164-167.
Mother Tongue, pp. 134, 135, 104-109, 111, 138, 141, 201, 147.
Southworth, pp. 49, 37, 38, 87, 81-82.

III. *Relative Pronoun.*—The distinctive uses of *who, which* and *that.*

References: Hyde, pp. 76, 77, 174. Book Two, pp. 66-78.
Southworth, p. 153.

IV. *Interrogative Pronouns.*—The use of *who* in asking questions.

References: Hyde, Book Two, pp. 78-81.
Southworth, pp. 166-167.

V. *Verbs.*—*(a)* Correct use of the verbs *sit* and *set, lie* and *lay, rise* and *raise.* *(b)* Correct forms of the verbs *draw, know, blow, throw, grow, buy, think, run, climb.*

References: Hyde, Book Two, pp. 153-154, 125-127.
Woodley, Book Two, pp. 40, 41, 42.
Southworth, pp. 127, 129, 130, 132, 133, 135, 110, 111, 139, 140, 142, 143, 146.
Language through Nature, pp, 128, 163, 189, 192, 193-194.

VI. *The Sentence.*—Every statement is made up of two parts. Separate these two parts by a short vertical line. Indicate the simple subject by a short horizontal line drawn under it, the simple predicate by two lines. The sentences

should not be complex nor have their elements transposed. By slight changes suitable sentences can be obtained from the Reader.

References: Hyde, p. 72.
Woodley, pp. 16, 45, 173.
Mother Tongue, pp. 186, 189, 198.
Southworth, pp. 157, 158, 159.
Language Lessons from Literature, pp. 3-7, 136.

VII. *Choice of Words.*—The correct use of *think, guess* and *expect; stop* and *stay; love* and *like.* Avoid the use of *have got* and *has got* to denote possession: *don't* for *doesn't; had ought* for *ought.* Avoid the use of *ain't.*

References: Hyde, pp. 155, 156.
Woodley, p. 179.
Metcalf, pp. 121, 163.
Southworth, pp. 46, 47.
Language Lessons from Literature, pp. 66-67.

VIII. *Homonyms.*—These are found in the Reader of this grade.

Some, sum; night, knight; I, eye; sight, site; red, read; bear, bare; rays, raise; sail, sale; fur, fir; course, coarse; bee, be; stair, stare; vane, vain; in, inn; rains, reins; bad, bade; the, thee; their, there; threw, through.

FIFTH YEAR

Remarks.—Use, for the first, grammatical terms, and give the pupils a clear and concise definition of each after the point to be defined is comprehended by the class. Pupils should be able, by the close of the year, to recognize the different parts of speech in sentences of simple construction.

I. *Composition.*

(1) Reproduction:

References: Hyde, pp. 3, 9, 30, 48, 51, 66, 91, 98, 120, 128.
Woodley, pp. 35, 50, 73, 85, 120.
Metcalf, pp. 67, 71, 72, 73, 82, 104, 113, 159.
Mother Tongue, pp. 100, 108, 156, 168, 171, 230.

Southworth, pp. 32, 119, 122, 124, 130, 134, 141, 151.
Language Lessons from Literature, pp. 49-54, 69-71, 92-96.
Language through Nature, pp. 88-89, 162, 170, 171-173, 180, 187, 190-191, 201-203, 207, 215, 222, 232.

(2) Invention: (A story suggested by a picture or outline.)
References: Hyde, pp. 43, 81, 95, 104, 136, 155.
Metcalf, pp. 10, 17, 21, 33, 36, 38, 42.
Mother Tongue, pp. 272, 281, 308.
Southworth, pp. 54, 109, 154.
Language Lessons from Literature, pp. 131, 139, 164, 172, 178.

(3) Description: Use of outlines. Comparison. Pictures in poems.
References: Hyde, pp. 133, 175, 181, 187, 197, 205, 206.
Woodley, pp. 36, 65, 89, 105, 110.
Metcalf, pp. 29, 37, 41, 43, 47, 49, 50.
Mother Tongue, pp. 47, 61, 89, 146, 216, 238, 290.
Southworth, pp. 67, 72, 98, 103, 107, 113, 102, 106, 116.
Language Lessons from Literature, pp. 2-4, 8-12, 18-21, 28-31, 57-58, 101-103, 137-138, 142-143, 145, 156-157.
Language through Nature, pp. 104, 110, 111, 115, 132, 133-134, 139, 140, 141, 142, 148, 149, 152, 159, 160, 161, 162, 176, 177, 179, 188, 197, 199, 200, 203, 207, 209, 210, 212, 213, 214, 217-220, 230, 20, 38, 51, 58, 92, 105-106, 117, 145-147, 167-169, 183-186, 194-195, 227-229.

(4) Letter Writing:
References: Hyde, pp. 37-41, 178, 183, 189, 190.
Woodley, pp. 57-61, 79, 112.
Metcalf, pp. 92-100, 106, 117, 120, 130.
Mother Tongue, pp. 244, 251-254.
Southworth, pp. 40, 41, 94, 125, 144.
Language Lessons from Literature, pp. 96, 179-180.
Language through Nature, pp. 18, 19.

II. *Plural of Nouns.*

Words ending in s, z, sh, ch, and x.
Words ending in f, or fe.
Words ending in y.

References: Hyde, pp. 87-89. Book Two, pp. 32-40.
Woodley, pp. 144, 145.
Metcalf, pp. 61, 63.
Mother Tongue, pp. 266-271.
Southworth, pp. 63, 86, 71, 72.

III. *Properties of Verbs.*

Principal Parts: Present, past, past participle.
Form: Regular and irregular.
Use: Transitive and intransitive.
Mode: Indicative.
Tense: Present, past and future.

References: Hyde, pp. 123-124, Book Two, pp. 123-127, 103-107, 109, 118-121.
Metcalf, pp. 112-113, 132, 145, 159, 164, 173.
Mother Tongue, pp. 282, 283, 287, 306.
Southworth, pp. 111, 140, 142, 143, 146, 151, 152, 178, 182-183.

IV. *The Comma.*—Use of the comma in inquiries, commands, series of words and phrases, and after *yes* and *no*.

References: Hyde, pp. 195-201, Book Two, pp. 315, 316.
Woodley, pp. 40, 121, 160.
Metcalf, p. 131.
Mother Tongue, pp. 134, 147, 237.
Southworth, pp. 81-82.

V. *The Sentence.*—Every statement is made up of two parts. Separate these two parts by a short vertical line. Indicate the simple subject by a short horizontal line drawn under it, the simple predicate by two lines. Adjective and adverbial modifiers should here be introduced. By slight changes, sentences suitable for analyzing can be obtained from the Reader.

References: Hyde, pp. 185-186, 176, 177, Book Two, pp. 3-8.
Metcalf, pp. 186-190.
Mother Tongue, pp. 180, 193, 289.
Southworth, pp. 157-160.

VI. *Cases of Nouns and Pronouns.*—The nominative case should include the subject of finite verbs and apposition;

the possessive should exclude apposition; the objective should closely follow the governing word.

NOTE.—The subject and predicate of a sentence should always be pointed out by the pupil before he is asked to tell the parts of speech, case, or modifier.

References: Hyde, Book Two, pp. 45-51, 181-187.
Mother Tongue, pp. 187, 188, 289, 123-130.

VII. *Use of Auxiliary Verbs.*—Use of *shall* and *will, should* and *would.*

References: Hyde, Book Two, p. 131.

SIXTH YEAR

I. *Composition.*

(1) Letter-writing: Two business letters written each month.
(2) Reproduction: Two reproductions each month.

II. *Grammatical Construction.*

NOTE.—A text-book is used this year by the pupils, and the following topics are taken from it:

(1) The simple sentence and its classification as to use.

(2) Subject modified by an adjective, a possessive noun, a noun in apposition, and a phrase.

(3) Predicate modified by an adverb, a phrase and an object.

(4) Predicate noun and an adjective.

(5) Nouns:—common and proper.

(6) Pronouns:—personal, relative and interrogative.

(7) Adjectives:—qualifying and limiting.

(8) Verbs:—transitive and intransitive.

(9) Adverbs:—simple and conjunctive.

(10) Conjunctions:—co-ordinate and subordinate.

(11) Modification of nouns and pronouns, of verbs, of adjectives, and adverbs.

(12) Four of the common rules for forming the plural of nouns.

(13) The rule for forming the possessive case.

(14) Declension of personal, relative, and interrogative pronouns.

(15) Comparison of adjectives and the use of the comparative and superlative degrees.

(16) Conjugation of verbs in the different voices, modes and tenses, paying particular attention to how each is formed.

NOTE.—No definition is considered to be understood until the pupil can give a sentence of his own construction to illustrate it.

SEVENTH YEAR

I. *Composition.*

(1) Letter Writing.
(2) Reproduction.

NOTE.—An exercise is required in each of these forms of composition, twice a month.

II. *Syntax and Analysis.*—Under Syntax the work includes the rule for:

(1) Subject of a verb.
(2) Agreement of verbs.
(3) Adjectives and participles.
(4) Possessive case.
(5) Noun in apposition.
(6) Objective case.
(7) Complement of a verb.
(8) Adverbs.
(9) Pronouns.
(10) Absolute case.

NOTE.—No rule is considered learned until the pupil applies it to sentences of his own construction.

Under Analysis the work embraces.

(1) Classification of sentences as to their form.
(2) Analysis of the simple sentence with five rules for its punctuation.
(3) Analysis of the complex sentence with its different kinds of clauses, and with four rules for its punctuation.
(4) Analysis of the compound sentence, with two rules for its punctuation.

NOTE.—The pupil should be able to write readily any kind of a sentence.

EIGHTH YEAR

I. *Composition.*

(1) Letter Writing.
(2) Reproduction.

NOTE.—An exercise is required in each of these forms of composition, twice a month.

II. *Noun.*—All cases of the noun.

III. *Pronoun.*—Definition and declension of all pronouns.

IV. *Verb.*

(1) Forms.
(2) Uses.
(3) Conjugation of the various forms.
(4) Syntax.

V. *Sentences.*

(1) Forms.
(2) Uses.
(3) Construction and analysis of each.

NOTE.—No definition or rule is considered learned until the pupil can state it in his own language and apply it to sentences of his own construction.

GEOGRAPHY.

NOTE.—The following divisions were made by experienced teachers who have actually done the work. They are intended only to be suggestive to teachers, and possibly helpful to pupils who, for any reason, are absent for a part of the year.

FOURTH YEAR

MORTON'S ELEMENTARY GEOGRAPHY.

FIRST MONTH.—pp. 7-20.

1. Shape of the earth.
2. Day and night.
3. Continents and oceans.
4. Latitude and longitude.
5. Surface of the earth.
6. Clouds, winds and waters.

SECOND MONTH.—pp. 20-38.

1. How the land has changed its form.
2. The ocean.
3. Climate, zones and seasons.
4. Plants and animals.
5. Means of communication.

DOUGLAS SCHOOL

Location, corner of Seminary and Third Streets. A six-room building, with Auditorium and Office. Four rooms built in 1876. Remodeled and enlarged in 1902. Cost of plant, $25,339.

THIRD MONTH.—pp. 38-46.

North America.

FOURTH MONTH.—pp. 46-59.

1. United States as a whole.
2. New England States.
3. States of the Atlantic Slope.

FIFTH MONTH.—pp. 59-69.

1. States of the Mississippi Valley.
2. The Plateau States.
3. States of the Pacific Slope.

SIXTH MONTH.—pp. 69-86.

1. Detached Possessions of the United States.
2. Other Countries of North America.
3. South America.

SEVENTH MONTH.—pp. 86-104.

Europe.

EIGHTH MONTH.—pp. 104-114.

Asia.

NINTH MONTH.—pp. 114-126.

1. Africa.
2. Australia.
3. Islands of the Pacific.

NOTE 1.—The aim of this year's work is to give the pupils only general ideas of the subject.

NOTE 2.—The pupils should know the divisions of land and water, their general shape, and their relative position. To this end map sketching should be almost a daily exercise.

NOTE 3.—A pupil should be able to make a memory sketch of any continent in three to five minutes, and nothing should appear in the sketch which the pupil cannot, at least, name.

NOTE 4.—A book, such as a geographical reader furnished by the Board of Education, is to be read in class by the pupils, or to them, while they are studying each continent.

FIFTH YEAR

MORTON'S ADVANCED GEOGRAPHY.

FIRST MONTH.—pp. 5-14.

1. Form and size of the earth.
2. Motions of the earth and their effects.
3. Latitude and Longitude.
4. Surface of the earth and its natural divisions.

SECOND MONTH.—pp. 14-31.

1. Zones and seasons.
2. Ocean currents.
3. Changes in the earth's surface.
4. Life—vegetable and animal.

THIRD MONTH.—pp. 31-43.

1. Races and occupations.
2. Development of cities.
3. Governments and religions.

FOURTH MONTH.—pp. 43-59.

1 North America.
2 United States as a whole.

FIFTH MONTH.—pp. 59-71.

1. The New England States.
2. States of the Atlantic Slope.

SIXTH MONTH.—pp. 71-79.

1. States of the Mississippi Valley—Northern Section.
2. Special Geography of Illinois.

SEVENTH MONTH.—pp. 79-88.

1. States of the Mississippi Valley—Southern Section.
2. The Plateau States.

EIGHTH MONTH.—pp. 88-95.

1. States of the Pacific Slope.
2. Detached Possessions of the United States.

NINTH MONTH.—pp. 95-100.

1. Dominion of Canada.
2. Danish America.

NOTE 1.—Pupils should be able to make rapidly memory sketches of any section studied, and nothing should appear in these sketches which the pupils cannot name.

NOTE 2.—Special attention should be given to the physical as well as to the descriptive and political geography. As far as possible some important fact should be associated with each place located.

NOTE 3.—A geographical reader, furnished by the Board of Education, is to be read in class while each country is being studied.

SIXTH YEAR

MORTON'S ADVANCED GEOGRAPHY—COMPLETED.

FIRST MONTH.—pp. 100-105.

Mexico, Central America, West Indies.

SECOND MONTH.—pp. 106-115.

South America.

THIRD MONTH.—pp. 116-122.

Europe as a whole.

FOURTH MONTH.—pp. 123-135.

Separate Countries of Europe.

FIFTH MONTH.—pp. 138-149.

Asia.

SIXTH MONTH.—pp. 150-157.

Africa.

SEVENTH MONTH.—pp. 158-164.

Australia and Islands of the Pacific.

EIGHTH MONTH.—pp. 5-43.

Geographical facts and principles.

NINTH MONTH.—pp. 45-95.

North America and United States.

NOTE.—Pupils should not dispose of their geographies at the end of this grade, for the subject will be thoroughly reviewed the last half

of the eighth year, and the books will then be needed. In addition to this, a large geography is equal in importance to the dictionary as a book of reference, and one should be in every home; Morton's Advanced Geography is especially well adapted for this use as there is in the back part of the book a complete set of reference maps.

HISTORY.

NOTE.—The following divisions were made by experienced teachers who have actually done the work. They are intended only to be suggestive to teachers, and possibly helpful to pupils who, for any reason, are absent for a part of the year.

SEVENTH YEAR

MONTGOMERY'S AMERICAN HISTORY.

FIRST MONTH.—pp. 1-24.

Discovery of America.

SECOND MONTH.—pp. 25-50.

Explorations.

THIRD MONTH.—pp. 51-67.

Virginia.

FOURTH MONTH.—pp. 77-96.

Massachusetts.

FIFTH MONTH.—pp. 67-76, 96-108.

New York, New Jersey, New Hampshire, Connecticut, and Maryland.

SIXTH MONTH.—pp. 108-126.

Rhode Island, Delaware, North and South Carolina, Pennsylvania, and Georgia.

SEVENTH MONTH.—pp. 127-151.

French and Indian War.

General state of the country in 1763.

EIGHTH MONTH.—pp. 152-180.

Revolutionary War—To the Treaty with France.

NINTH MONTH.—pp. 180-195.

From the Treaty with France to Washington's Administration.

EIGHTH YEAR

MONTGOMERY'S AMERICAN HISTORY—COMPLETED.

FIRST MONTH.—pp. 195-224.

Organization of the Government.
Foreign Relations.
War of 1812.

SECOND MONTH.—pp. 225-252.

Monroe Doctrine.
Extension of Slavery.
Tariff and Nullification.

THIRD MONTH.—pp. 253-276.

Emigration.
Inventions.
Mexican War.
Slavery Disputes.

FOURTH MONTH.—pp. 277-302.

Causes of the Civil War.
Civil War—to the close of 1861.

FIFTH MONTH.—pp. 303-334.

The Civil War—from 1861.

SIXTH MONTH.—pp. 335-356.

Period of Reconstruction.

SEVENTH MONTH.—pp. 356-382.

Industrial and Social Development.

EIGHTH MONTH.—pp. 383-402.

Spanish-American War.
Expansion.

NINTH MONTH.

Review.

SPELLING.

In grades First, Second, Third, Fourth, and Fifth, a printed "List of Words" is furnished each pupil by the Board of Education. The words contained in each list are those that have frequently been used and misspelled by the pupils of that grade in their written work.

In the Sixth, Seventh, and Eighth grades the Progressive Speller—Part II., is used: (1) Section 1 of the book in the Sixth Grade, (2) Section 2 in the Seventh Grade, and (3) Section 3 in the Eighth Grade.

PENMANSHIP.

Copybooks are used in all the grades above the first and a lesson in writing is given each day in those grades.

PHYSIOLOGY.

Physiology is taught in each grade the time required by the state law—usually during the winter term.

MUSIC.

[Prepared by Miss Jessie Glaze Strong.]

In carrying out the methods in this outline, the teacher must constantly bear in mind that the basis of all music study in the public school is singing.

Require erect position and distinct articulation.

Seek intelligent artistic expression.

Always pitch songs and exercises with pitch pipe or instrument.

Do not allow flatting. If the pupils flat they are singing too loudly or it may be due to one or more individuals. Find such persons and have them use light tones.

In singing two part songs it is important that the children keep the alto in a soft and agreeable voice, since the forcing of the chest tones up into the head register, as is often the case, not only produces a hardness of tone, but does real injury to the voice.

Let all advance work be done individually. See that the other pupils study exercise or song in hand while the individual work is being done. This is very important. Do individual work at least half the time.

Let children mark rhythm with forefinger in easy and natural movement.

Regular teacher will please not leave room, look over or mark papers while supervisor is giving lesson, but attend strictly to lesson.

FIRST YEAR

Primer of Vocal Music in hands of teacher.

Lesson Period—Fifteen minutes daily.

The child's first formal instruction should be in the singing of rote songs. He should sing many songs until he is familiar with melody and until time has a definite meaning to him. While singing, the children should mark the accented beat of each measure.

In connection with the singing of the simpler songs, the children are taught to recognize the key tone or "do" of the key in which the song is written.

Separate the songs into phrases, which usually correspond to the lines of the poem.

Teach syllable verse to the majority of songs.

SECOND YEAR

Primer of Vocal Music in hands of pupils.

Lesson Period—Twenty minutes daily.

Songs of first year reviewed and fully established in mind of child.

The children now begin to observe the notation of music. Their first study is based upon familiar songs.

As an introduction to this important step of training the eye the children may follow the notes of the printed song with their forefinger as they sing, marking the rhythm at the same time.

Sight Reading to be developed.
Use of evenly divided beat.
Two and three part singing through cannon and round.

THIRD YEAR

Book One—Pages 7 to 90.
Lesson Period—Twenty minutes daily.
Rote songs reviewed and continued.
The study of the staff including sight reading.
Development of evenly divided beat.
Use of unevenly divided beat.
Use of chromatics through song.

FOURTH YEAR

Book One—Reviewed and completed.
Lesson Period—Twenty minutes daily.
The children should review last year's work, taking such songs and exercises as illustrate the problems in each day's lesson.
Development of unevenly divided beat.
Development of sharp four.
Intermediate tones introduced.
Chromatics used in song.
Beginning of two part work.

FIFTH YEAR

Book Two—Pages 1 to 100.
Lesson Period—Twenty minutes daily.
Study carefully all problems worked out in the first, second, third and fourth years. This is absolutely essential.
Development of larger tonal and rhythmical problems.
Development of flat seven.
Development of three part music.
Classification of voices.

SIXTH YEAR

Book Two—Reviewed and completed.

Lesson Period—Twenty minutes daily.

One or more songs and several studies reviewed in each of the nine keys.

Develop minor scale.

Afterbeat note understood.

A great number of songs learned.

Greater variety of rhythm.

SEVENTH YEAR

Alternate Third Book—Pages 7 to 84.

Lesson Period—Twenty minutes daily.

Minor scales related to major.

The pupils should sing the familiar songs of the book.

The musical problems as found in the book, should be studied and mastered as mere musical problems. The knowledge thus gained should be applied to songs later on.

EIGHTH YEAR

Alternate Book Three. Complete book.

Lesson Period—Twenty minutes daily.

In this grade the child should devote himself mostly to the study of song. The proportion of song singing and of the study of musical elements will easily adjust itself.

Definite understanding of minor relations.

Use of all major and minor keys.

Bass Clef used.

"If our art is not to sink to the level of trade, commerce and fashion, the training for it must be complete, thorough, intelligent and really artistic."

DRAWING.

[Prepared by Miss Ida Glenn.]

Lesson Periods—First two grades from fifteen to thirty minute lesson daily; third, fourth, fifth and sixth grades—

three thirty minute lessons each week; seventh and eighth grades—two forty-five minute lessons each week.

FIRST YEAR

Materials—Colored crayon, charcoal, water color.

Nature Work—Grasses, flowers, fruits, animals, landscapes.

Illustrative Work—Stories, nursery rhymes, personal experiences.

Industrial Work—Paper folding and weaving, rug weaving. spool knitting, paper construction work.

Picture Study—"Feeding her Birds," Millet; "Song of the Lark," Breton; "Madonna of the Chair," and "Sistine Madonna," Raphael; "Holy Family," Murillo; Animal Pictures by Landseer and Bonheur.

SECOND YEAR

Materials—Water color, charcoal.

Nature Work—Fruits, flowers, animals, landscapes.

Illustrative Work—Stories, children's poems, games, street scenes, the holidays.

Decorative Work—Borders, all over design,—applied to book covers, boxes, wall paper for doll houses, etc.

Industrial Work—Paper construction, raffia and tilo matting mats, rug weaving.

Picture Study—"Primary School in Brittany," Geoffroy; "Return of Mayflower," and "Pilgrim's Exile," Boughton; "The Arrival of the Shepherds," LeRolle; "Dance of the Nymphs," Corot; "Aurora," Guido Reni.

THIRD YEAR

Materials—Water color, pencil, (Applied Arts Drawing Book—Third Year).

Nature Work—Flowers, fruit, animals, landscapes, special study of trees and birds.

Illustrative Work—Children at work and play, street scenes.

Type Forms—Sphere, cube, cylinder, hemisphere, square prism, right tri-prism.

Decorative Work—Coloring text sheets, designing borders and squares on squared paper.

Industrial Work—Mats of raffia, burlap or tilo matting decorated with original designs either worked or stained.

Picture Study—"Madonna of the Arbor," Dagnan-Bowveret; "Christ in the Temple with the Doctors," Hofman; "Angel Heads," Reynolds; "Shepherdess Knitting," and "Planting Potatoes," Millet.

FOURTH YEAR

Materials—Water color, pencil, (Applied Arts Drawing Book—Fourth Year).

Nature Work—Flowers, fruits, vegetables, animals, landscapes, attitudes and actions of human figure.

Original Illustration—Street scenes—express wagon, milk wagon, fire engine.

Type Forms—Equi. tri. prism, square pyramid, cone, ovoid, ellipsoid.

Decorative Work—Coloring text sheets, designing on squared paper, designing from plant forms.

Industrial Work—Stenciling original design on pillow or scarf. Raffia basket, simple pottery. (Special study of Indian basketry and pottery.)

Picture Study—"Shoeing the Bay Mare," and "My Dog," Landseer; "Landing of the Pilgrims," Rothermet; "Ploughing," Bonheur; "Repose in Egypt," Van Dyck; "Divine Shepherd," Murillo; "Washington," Stuart; "The Gleaners," and "The Angelus," Millet.

FIFTH YEAR

Materials—Water color, pencil, (Applied Arts Drawing Book—Fifth Year).

Nature Work—Accepted line and pencil painting of plant growth, landscapes, children's poses, animals from life, special study of grasses.

Perspective—Views of a circle.

Type Forms—Geometric solids, plane figures and views.

Still Life—Groups of objects based on type forms.

Design—Filling definite shapes with design. Decorative printing.

Industrial Work—Making folios or book covers, stenciling.

Picture Study—Greek architecture. Study of the works of Da Vinci, Angelo, Raphael.

SIXTH YEAR

Materials—Water color, pencil, (Applied Arts Drawing Book—Sixth Year).

Nature Work—Pencil and brush work in plant growth. Special study of beautiful weeds. Pose work.

Type Forms—Geometric solids, plane figures and views.

Perspective—Square prism from different positions. Drawing of furniture.

Still Life—Groups of objects in pencil work. Special attention to handles, spouts, etc.

Design—Original book cover designs. Spaces filled with designs using plant motif. Vase designs. (Special study of American pottery.)

Industrial Work—Pottery, stenciling, paper construction—lanterns and lamp shades.

Picture Study—St. Mark's Cathedral. Study of works of Titian, Veronese.

SEVENTH YEAR

Materials—Water color, pencil, charcoal. (Applied Arts Drawing Book—Seventh Year.)

Nature Work—Landscapes in pencil and color, decorative composition following careful study of growth of plant, pose work. Special study of insect coloring.

Working Drawing—Geometric problems, surface development of solids.

Perspective—Line of horizon vanishing point.

Still Life—Groups of objects in pencil and charcoal.

Design—Original designs from insect motifs.

Industrial Work—See Manual Training and Domestic Science.

Picture Study—Gothic architecture. Study of the landscapes of Turner, Gainsborough and Constable.

EIGHTH YEAR

Materials—Water color, pencil, colored crayon, (Applied Arts Drawing Book—Eighth Year).

Nature Work—Special study of decorative composition in connection with study of plant growth, landscapes in pencil and color, pose work.

Working Drawings—Furniture.

Perspective—Interiors and exteriors of buildings, furniture.

Still Life—Groups of objects in colored crayons and pencil.

Design—Original designs for book-plates, monograms Fancy lettering.

Industrial Work—See Manual Training and Domestic Science.

Picture Study—American architecture. American artists, Whistler, Sargent, Alexander, Abbey.

PHYSICAL TRAINING.

[Prepared by Miss Soflena E. Mathis.]

GENERAL DIRECTIONS

To attain the best results in physical exercises the following rules should be observed:

1. Devote —— minutes every day to Physical Exercise.
2. Ventilate the room before exercising.
3. The teacher may select the most appropriate time. If it is thought necessary to exercise in the morning and afternoon sessions, the time devoted to the physical training may be divided accordingly.

4. Arrange the class in such a manner that the smaller pupils will be in front and the larger in the rear, so that the teacher can overlook the class more easily.

5. Impress upon the pupils, especially the girls in the higher grades, the benefit of wearing loose garments.

6. Arm and leg exercises ought to be practiced eight or more times, while trunk and head exercises are not to be practiced more than eight times in succession. Teachers should be careful that no part of the body is overtaxed.

7. Breathing exercises ought to be practiced every day, but for these as well as for all physical exercises, pure air is absolutely necessary.

8. Every teacher ought to memorize the exercises before conducting them, otherwise time is wasted and the lesson becomes tiresome to the pupils.

9. All new exercises should be shown by the teacher, but after the pupils fully comprehend an exercise it is not necessary to illustrate further, occasional corrections excepted. The pupils will then begin at the command of the teacher. Begin every lesson with a few preparatory movements, even when none are indicated, increase the exercise in strength and close the lesson with slower movements and breathing exercises.

10. Every teacher should interest herself in the outdoor activities of her children, and seek to foster in her pupils a wholesome interest in such forms as will make for mental relaxation and fine physical tone. She will find that with thought and study she can suggest many games and activities to her classes which will prove interesting and profitable, and at the same time thereby indirectly increase her hold upon the affections of her children.

Nothing can take the place of the rollicking, romping games which are played out of doors. Active games of the

sort ordinarily played by school children are perfectly safe and healthy for boys and girls when not carried to extremes in duration and intensity. A moderate amount of fatigue is not unwholesome, but, in general, the game or exercise should stop short of severe fatigue.

POSITION

The erect position in the seat and fundamental position in the aisle are the first starting positions, as from these all exercising begins.

All positions of arms, legs, etc., are starting positions.

From the fundamental position we raise or swing the arms, we bend or turn the trunk or head, etc.

Special care should be given to the erect position in sitting and standing, especially in the first four grades. Neglect of this often results in the curvature of the spinal column and unduly prominent shoulder and hip.

Stooping forward when reading, writing or drawing, inclining the head or trunk to one side when reciting, habitually supporting the main weight of the upper body upon one and the same leg as well as carrying the school books in a one-sided fashion—these in the main are the causes engendering contortion of the spinal column. In conclusion, I quote from Dr. F. A. Schmede's valuable work, "Our Body:"

"A good carriage is a prerequisite to the proper healthful development of certain parts of the body, notably the chest. The correction of a faulty carriage becomes imperative, therefore, not only upon the ground of developing a physically beautiful form, but because it serves to check and prevent the attendant evils of a morbid predisposition and consequently the decay of vital organs."

ERECT POSITION IN SEAT

The sitting position must be erect, the hands on the desk and apart at shoulders' width, thumbs beneath the edge of

the desk, head up and chin drawn in, shoulders back, without touching the back of the seat, feet on the floor, heels together.

RESTING POSITION

Any convenient position in which the muscles are relaxed may be called a resting position, and after the pupils have practiced a number of exercises the teacher may give the command to rest, but this command ought not to be given too often, as in the brief time devoted to physical training in our schools the children's strength will hardly be overtaxed if arm, trunk and leg exercises are sufficiently varied; however, it may be necessary to rest when the teacher explains or shows a new exercise. At the command, in place, rest! move into the following position: Clasp hands backward and place right (left) foot backward. Care should be taken that the position of the feet is changed frequently, thus avoiding the habit of resting too much on one leg, for this may become the cause of a deformed spinal column.

CLOSING AND BREATHING EXERCISES

At the end of each lesson close with a breathing exercise. Practice these only by command and a few times, but execute very slowly.

Breathing exercises have a tendency toward quieting the system; therefore it is advisable to conclude every lesson in physical training with same.

Where arm exercises are indicated with breathing exercises, practice such very slowly and gracefully, inhale and exhale through the nostrils.

GENERAL SYNOPSIS OF PHYSICAL TRAINING IN THE GRADES

FIRST AND SECOND

Positions; simplest marching; running and skipping; imitation exercises; nature games; rhythmic games.

THIRD AND FOURTH

Gymnastics; preparatory body movements; marching; running; odd fancy steps; postural work and breathing; desk exercises; games; dumb bells introduced.

FIFTH AND SIXTH

Gymnastics; lesson, plan same as for third and fourth grades; increase exercise combination of movements demanding finer discrimination; facing drills; marching; running; addition of commands while running; games of a higher type of combination.

Poise-steps; introduction of wands and combination of movements with dumb bells.

SEVENTH AND EIGHTH

Sitting-up exercises used in United States Army:

First Exercise—*1. Arm, 2. Exercise, 3. Head, 4. Up, 5. Down, 6. Raise.*

At the command exercise, raise the arms laterally until horizontal, palms upward. Head: Raise the arms in a circular direction over the head, tips of fingers touching top of the head, backs of fingers in contact their full length, thumbs pointing to the rear, elbows pressed back. Up: Extend the arms upward their full length, palms touching. Down: Force the arms obliquely back and gradually let them fall by the sides. Raise the arms laterally as prescribed for the second command. Continue by repeating head, up, down, raise.

Second Exercise—*1. Arms vertical, palms to the front, 2. Raise, 3. Down, 4. Up.*

At the command raise, raise the arms laterally from the sides, extended to their full length, till the hands meet above the head, palms to the front, fingers pointing upward, thumbs locked, right thumb in front, shoulders pressed back.

Down: Bend over till the hands, if possible, touch the ground, keeping the arms and knees straight. Up: Straighten the body and swing the extended arms (thumbs locked) to the vertical position. Continue by repeating down, up.

Third Exercise—*1. Arm, 2. Exercise, 3. Front, 4. Rear.*

At the command exercise, raise the arms laterally until horizontal, palms upward. Front: Swing the extended arms horizontally to the front, palms touching: Rear: Swing the extended arms well to the rear, inclining them slightly downward, raising the body upon the toes. Continue by repeating front, rear, till the men, if possible, are able to touch the backs of the hands behind the back.

Fourth Exercise—*1. Leg, 2. Exercise, 3. Up.*

At the command exercise, place the palms of the hands on the hips, fingers to the front, thumbs to the rear, elbows pressed back. Up: Raise the left leg to the front, bending and elevating the knee as much as possible, leg from knee to instep vertical, toe depressed. Up: Replace the left foot and raise the right leg as prescribed for the left. Execute slowly at first, then gradually increase to the cadence of double time. Continue by repeating up when the right and left legs are alternately in position.

Fifth Exercise—*1. Leg, 2. Exercise, 3. Left (right), 4. Forward, 5. Rear, or, 5. Ground.*

At the command exercise, place the hands on the hips, as in Fourth Exercise. Forward: Move the left leg to the front, knee straight, so as to advance the foot about fifteen inches, toe turned out, sole nearly horizontal, body balanced on right foot. Rear: Move the leg to the rear, knee straight, toe on a line with the right heel, sole nearly horizontal. Continue by repeating forward, rear.

When the recruit has learned to balance himself, the command forward is followed by Ground: Throw the

weight of the body forward by rising on the ball of the right foot, advance and plant the left, left heel thirty inches from the right, and advance the right leg quickly to the position of forward. Continue by repeating ground when the right and left legs are alternately in the position of forward.

Sixth Exercise—*1. Lung, 2. Exercise, 3. Inhale, 4. Exhale.*

At the command exercise, place the hands on the hips as in Fourth Exercise. Inhale: Inflate the lungs to full capacity by short, successive inhalations through the nose. Exhale: Empty the lungs by a continuous exhalation through the mouth. Continue by repeating inhale, exhale.

Gymnastics; increased physical and mental values through tactics executed without music, at command; training for dexterity and alertness. This age of children demands the addition of antagonistic and competitive work which requires special adaptation of running, vaulting and jumping exercises. Games involve increased endurance and skill. Introduction of Indian clubs and advanced work in dumb bells and wands.

Artistic gymnastics; poise-steps.

MANUAL TRAINING.

[Prepared by Earle R. Bridge.]

SEVENTH GRADE — 1½ hours per week.

PROJECT	PROCESSES	DRAWING AND DESIGN	FINISH
1. Test Block	Planing Sawing Squaring	Blackboard	Natural wood
2. Match Box	Boring	Blackboard	Shellac
3. Brush Broom Holder	Use of coping saw	Blackboard	Shellac or stain
4. Candle-stick Holder	Chiseling	Blackboard	Stain
5. Coat Hanger.	Use of spoke shave	Blackboard	Shellac or natural wood
6. Book Rack	Simple construction	By pupil	Shellac or stain
7. Sleeve Board	Laying out	Blackboard	Natural wood
8. Block Letters	Laying out Lettering	By pupil	Optional
9. Necktie Holder	Simple construction	By pupil	Optional

Remaining projects are optional; approved by instructor: Magazine rack, ink well stand, umbrella stand, handkerchief box, towel rack, foot stool, plate rack, knife box, etc.

MANUAL TRAINING.

EIGHTH GRADE 1½ hours per week.

PROJECT	PROCESSES	DRAWING AND DESIGN	FINISH
1. Book Rack	Advanced construction	By pupil	Optional
2. Bread Board	Simple joinery	Blue print	Natural wood
3. Bookshelf	Bracket construction	By pupil	Stain
4. Necktie Rack	Advanced construction	Blue print	Stain and wax
5. Plate Rack	Joinery and construction	Blue print	Stain and wax
6. Footstool	Mortise construction	Blue print	Stain and wax
7. Cabinet	Construction Door hanging	By pupil	Natural wood Stain and wax Varnish Enamel
8. Waste Paper Holder	Construction	By pupil	Stain and wax
9. Drawing Board	Construction	Blue print	Natural

Remaining projects are optional; approved by instructor: Tabourette, stand, writing desk, tables, shirt waist box, bookcase, music cabinet, stool, Morris chair, etc.

SEWING.

[Prepared by Bertha O. Ahlenius.]

SEVENTH GRADE

Stitches—Basting, running, hemming, backstitch, overhand, combination, overcast.

Applied Stitches—Handkerchief case, spool bag, sewing apron, pin cushion, emery bag, book cover.

The above are suggested articles in which stitches taught, may be used. The articles to be made should be varied from year to year to keep up the interest of the pupils.

EIGHTH GRADE

Models for Seams—French seams, felled seams, facing, plackets, button holes, darning, patching, mitered corner, damask hem, sewing on lace.

Applied Seams—Dutch collar, fancy apron, clothes pin bag, sleeve protectors, caps, hemming napkins and tea towels.

Any simple article in which the seams taught are used, may be made at option of teacher.

SUPPLEMENTARY READERS.

Note.—These books are furnished for supplementary reading by the Board of Education, and one hundred dollars a year is appropriated for this purpose.

FIRST GRADE

Aldine First Reader.
Aldine Primer.
Art Literature Reader.
Baker's Action Primer.
Baldwin Primer.
Bass First Reader.
Beebe's Picture Primer.
Beginner's Primer.
Bender Primer.
Brooks' Primer.
Brownie Primer.
Carroll & Brooks' First Reader.
Child Classic Primer.
Classics, New and Old, First Reader.
Cyr's First Reader.
Cyr's Primer.
Fairy Reader.
Finch Primer.
Free Primer.
First Days in School.
First Year Song Reader.
Folk-lore Primer.
Fox Indian Primer.

Heath First Reader.
Heath Primer.
Horace Mann Primer.
Howe First Reader.
Jones' First Reader.
Lights to Literature, Bk. I.
Mother Goose Primer.
New Century First Reader.
New Normal First Reader.
Outdoor Primer.
Progressive Road to Reading.
Realistic First Reader.
Rimes and Stories.
Riverside Primer.
Sight Reader.
Silver, Burdette First Reader.
Story Reader Primer.
Sunbonnet Babies.
Sunshine Primer.
Taylor First Reader.
Thought Reader.
Three Kittens.
Wide Awake First Reader.
Wide Awake Primer.
Work That is Play.

SECOND GRADE

Another Fairy Reader.
Around the World, Bk. I.
Big People and Little People of Many Lands.
Child Literature.
Children's First Story Book.
Circus Reader.
Cyr's Advanced First Reader.
Cyr's Art Reader.
Fishing and Hunting.
Heart of Oak, Bk. I.
In Mythland.
Jones' Second Reader.
New Century Second Reader.
Pathways in Nature and Literature.
Progressive First Reader.
Reynard the Fox.
Second Fairy Reader.
Story Reader.
Verse and Prose for Beginners.

THIRD GRADE

Animal Life on the Globe.
Around the World, Bk. II.
Choice Literature, Bk. I.
Fairy Stories and Fables.
Five Little Strangers.
Fly-aways and Other Seed Travelers.
Household Stories.
In Field and Pasture.
Lights to Literature, Bk. II.
Little Folks of Many Lands.
Lolami, the Little Cliff Dweller.
Plant Life.
Robinson Crusoe.

FOURTH GRADE

Among the Giants.
Around the World, Bk. III.
Bird World.
Children's Classics in Dramatic Form.
Friends and Helpers.
Gerda in Sweden.
Industries of To-day.
Lights to Literature, Bk. III.
Lobo, Rag and Vixen.
Louisa Alcott Reader.
Mary of Plymouth.

Old Stories of the East.
Stories of American Life and Adventure.
Stories of Starland.
Thirty More Famous Stories Retold.
Umé San in Japan.
Ways of Wood Folk.
White Patch.

FIFTH AND SIXTH GRADES

A Little Journey to Italy.
American Explorers.
American Tropics.
An American Book of Golden Deeds.
At Home in the Forest.
Bits of Bird Life.
Carpenter's Asia.
Choice Literature Bk. I. (Intermediate).
Choice Literature, Bk. II. (Primary).
First Book of Birds.
Four American Patriots.
Four American Pioneers.
Four Great Americans.
Glimpses of Europe.
Hans the Eskimo.
Life in the Sea.
Lights to Literature, Bk. IV.
Old Ocean.
Our Country East.
Our Country West.
Pioneers of the Revolution.
Rab and His Friends.
Sketches of the Orient.
Stories of Great Artists.
Story of Caesar.
Story of Ulysses.
True Tales of Birds and Beasts.
Watcher in the Woods.
Wide World.

SEVENTH AND EIGHTH GRADES

American Heroes and Heroism.
Around the World in Sloop Spray.
Builders of Our Country.
Camps and Firesides of the Revolution.
Civil War Stories.
Discovery of the Old Northwest.
Four American Pioneers.
Great Stone Face.
Krag and Johnny Bear.
Legend of Sleepy Hollow.
Our Feathered Friends.
Our Navy in Time of War.
Pioneers of the Mississippi Valley.
Romance of the Civil War.
Side Lights on American History.
Snow Bound.
Squirrels and Other Fur Bearers.
Story of Our English Grandfathers.
Stories of the Great West.
St. Nicholas Sea Stories.
Ten Great Events in History.
Vision of Sir Launfal.
Western United States.
Young Citizen.

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Teaching Children to Study—Earhart 308
Literature in Common Schools. 309
Reading in the Public Schools—Briggs & Coffman 310
Halleck's Psychology 311
Halleck's Psychology 312
Halleck's Psychology... 313

TEXT BOOKS USED IN THE GRADES.

The Taylor First Reader.....	Adopted August, 1905...	$.25
Progressive Second Reader.....	Adopted November, 1902	.30
Progressive Third Reader.....	Adopted November, 1902	.40
Progressive Fourth Reader.....	Adopted November, 1902	.50
Progressive Fifth Reader.....	Adopted November, 1902	.60
Williams' Choice Literature.....	Adopted August, 1905...	.40
Swinton's New Language Lessons.	Adopted previous to 1880	.38
Essential Studies in English Grammar and Composition, Book II..	Adopted June, 1911.....	.60
The Arithmetic Primer.....	Adopted December, 1901.	.25
Werner Arithmetic, Book I.....	Adopted December, 1901.	.40
Werner Arithmetic, Book II.....	Adopted December, 1901.	.40
Werner Arithmetic, Book III.....	Adopted December, 1901.	.40
Morton's Elementary Geography..	Adopted December, 1901.	.55
Morton's Advanced Geography...	Adopted December, 1901.	1.00
U. S. History—Montgomery.....	Adopted August, 1895...	1.00
Modern Music Course.....	Adopted August, 1905...	...
Book I.....	....	.30
Book II.....	....	.40
Book III (Alternate).....	....	.50
Applied Arts Drawing Books—One Book Course. Books Nos. 23 to 28.....	Adopted June, 1910.....	.15
Economy System of Penmanship, Books 1 to 7.....	Adopted June, 1911.....	.14
Progressive Speller—Part II.....	Adopted August, 1905...	.15
Physiology for Beginners (Coleman)	Adopted December, 1907.	.40
Lessons in Hygienic Physiology (Coleman)	Adopted December, 1907.	.50

HIGH SCHOOL COURSE OF STUDY.

FIRST YEAR

Scientific Course.

Algebra (9)
General History (9)
Physiography (9)*
Authors (5)

Latin (College) Course.

Latin (9)
Algebra (9)
Biology (9)*
Authors (5)

Commercial Course.

Eng. Composition (5) and Eng. Grammar (4)*
Arithmetic (9)
Biology (9)*
Authors (5)

SECOND YEAR

Scientific Course.

English Composition (5) and American Literature (4)
Geometry (9)
Zoology (4)
Botany (5)
Physiology (5)
Physics (9)
Authors (5)
Reading (3)
German (9)

Latin (College) Course.

Latin (9)
Geometry (9)
Ancient World (9)
Zoology (4)
Botany (5)
Physiology (5)
Reading (3)
Authors (5)

Commercial Course.

Bookkeeping (9)
Business English (9)
Commercial Geography (4)
Shorthand (9) and Typewriting (2)
Reading (3)
Authors (5)
German (9)

THIRD YEAR

Scientific Course.

Rhetoric (5) and English Literature (4)
Chemistry (9)
Advanced Algebra (4) and Solid Geometry (5)
English History (9)
American History (9)
Reading (3)
Authors (5)
Illinois History (5)
German (9)

Latin (College) Course.

Latin (9)
Modern History (9)
English Composition (5) and American Literature (4)
Physics (9)
Reading (3)
Authors (5)
German (9)

Commercial Course.

Shorthand (9) and Typewriting (2)
Commercial Law (5)
Political Economy (5)
English History (9)
American History (9)
Illinois History (5)
Reading (3)
Authors (5)
German (9)

FOURTH YEAR

Latin (College) Course.

Latin (9)
German (9)
Advanced Algebra (4) and Solid Geometry (5)
Chemistry (9)
Illinois History (5)
Rhetoric (5) and English Literature (4)
Reading (3)
Authors (5)

The figures at the right of the subjects indicate the number of credits allowed for each toward graduation. A credit means a month's work in a given subject, recited daily, and pursued to completion. One hundred credits are required for graduation in the three year course and one hundred thirty five credits in the four year course.

Manual Training may be taken with each year's work and at least four credits will be given for it.

Mechanical Drawing may be taken with each year's work and at least two credits will be given for it.

Printing is now offered in each year's work and at least three credits will be given for it.

Domestic Science may be taken with the first, second and third year's work and at least three credits will be given for it.

Regular work consists of 17 recitations a week for the first year, and of at least 18 recitations a week for the second, third and fourth years. Each pupil is expected to do regular work unless excused therefrom for very good reasons.

MANUAL TRAINING I.

[Prepared by G. H. Bridge.]

FIRST YEAR—FIRST TERM

PLANING

Planing to dimension.
Square prism.
Triangular prism.
Octagonal prism.

SAWING

Across and with the grain.
Sawing at an angle.
Sawing and chiseling across grain.
Sawing and chiseling with the grain.
Inlaid work.

BORING

Boring across and with grain.

SECOND TERM

JOINERY

Halved together at right angle.
Blind mortise and tenon.
Mortise and tenon through.
Double mortise and tenon drawing board.
Miter joint—dovetail.
Miter box—drawer.
Halved together at sixty degree angle.
Picture frame—panel door.
Exercise for filling, staining and waxing.
Small articles for Christmas presents.

THIRD TERM

Finished articles for the home.

MANUAL TRAINING II.

FIRST TERM

TURNING

Care and use of lathe and tools.
Centering, roughing and straight turning—cylinder.
Step cylinder—mallet.
Compound curves.
Concaved and Convex.
Stocking darner.
Potato masher.
Chisel handle.
Turning tool handle.
Screw driver handle.

FACE PLATE

Rosettes.
Angle blocks.
Goblet.
Indian clubs.
Gluing and built-up work.

CHUCK WORK

Napkin ring.
Jewel boxes.

PATTERN MAKING

Collar.
Washer.
Hollow cylinder.
Wrench.
Face plate.
Pulley.
Parts of machine (machine to be made in machine shop).

MANUAL TRAINING III.

[Prepared by Earle R. Bridge.]

FIRST TERM

12 weeks

BENCH METAL WORK

Processes of operations.

I. Chipping—grinding of chisels. Chip to given dimensions in cast iron.
II. Testing of surfaces with square.
III. Filing to true surface. Filing keyway.
IV. Draw filing.
V. Polishing.

SECOND TERM

12 weeks

FORGING

Processes of operations.

I. Drawing out.
Bending.

Exercises.

Drawing ½ in. round to ⅜ in. round gate hook.

II. Upsetting. Heading and bolt making.	Upsetting ½ in. round to ⅝ in. round. ½ in. bolt with square head. ½ in. bolt with hexagonal head. Clevis pin with round head.
III. Forming. Twisting.	Staple drawn square points. Eye band. Drawer pull. Box hook.
IV. Forming. Scarfing. Welding.	Rings. Ring and eye. Chain. Band weld. Lap weld. Corner weld. "T" weld. Ferrule weld.

THIRD TERM

12 weeks

V. Tool making—Forging steel. Tempering.	Center punch. Cold chisel. Cape chisel. Cross-pene hammer. Ball-pene hammer. Lathe tools.
VI. General practice.	Practical exercises in making of personal projects, such as andirons, fireplace sets, etc.

Group I is preceded by demonstrations of forge and discussion of tools used.

MANUAL TRAINING IV.

FIRST TERM

12 weeks

MACHINE SHOP PRACTICE

Processes of operations.

I. Lathe.

I. Center work with drill and countersink. Driving on center with lathe dog.	Setting tool. Facing ends. Turning to dimensions. Roughing and finishing cuts.

II. Taper work.
Use of taper attachment.
Use of compound rest.

III. Screw cutting.
Ratio of gearing.
Right and left hand threads.
Form of tools.

IV. Chuck work.
Face work with power cross feed.
Boring.
Inside threads.
Inside taper.

SECOND TERM

12 weeks

II. Drill press.

I. Punch reference marks.
Location of hole center.
Speed of drill boring in different metals.

II. Construction of drill press parts on lathe.

III. Construction of emery grinder parts on lathe.

THIRD TERM

12 weeks

I. Construction of shop machines.

II. Personal projects.

DOMESTIC SCIENCE

[Prepared by Mrs. Clara G. Rhodes.]

COOKING

Domestic Science was introduced into the High School, in January, 1903, through the influence of the Women's Clubs of the city.

Then, as now the aim was to have the work thoroughly practical, and with that end in view the course has been planned.

FIRST YEAR

List of utensils, their care and order in the desk.

Easiest and best method of cleaning dishes.

Cleaning cupboards, arranging and care of supplies.

Care of sinks and stoves. How to use a gas stove, a coal stove, and a fireless cooker. Economy in fuels.

Care of dish cloths and towels. Sunlight as a disinfectant.

Food principles; their chemical elements, their digestion, and uses in the body.

Classification of foods.

Selection and care of vegetables, and their preparation for the table.

Making of soups, batters and doughs, simple desserts and salads.

Laying and serving table.

At the close of the first year pupils should be able to prepare and serve simple home menus.

SECOND YEAR

The second year in cooking is similar to the first, including the preparation of more complicated dishes.

Preparing and serving a four-course luncheon, at a given cost, under the supervision of a third-year girl.

Study of the local market price of common foods.

THIRD YEAR

Study of the Pure Food Law, adulterations, preservatives, etc.

Canning and preserving.

Pickles and relishes.

A study of the different cuts of meat. Visit to the market.

Preparation of the different kinds and cuts of meat for the table.

Directing and planning the serving of a four-course luncheon at a given cost.

SEWING.

FIRST YEAR

Lists of Individual Equipment.

Lists of School Equipment.

Taking measures.

Drafting undergarments.

Cutting by drafted pattern.

Making undergarments.

Repetition of filled seams by hand.
Gathering by hand.
Use of machines and their attachments.
Care of machines.

SECOND YEAR

Drafting and making shirt waists and fancy waists.
Cutting and making plain house dresses, kimonos, etc.
Study of how to use boughten patterns.

THIRD YEAR

Snow System of Drafting.
Cleaning and pressing and making over dresses.
Tailored skirt.
Dresses and waists.

TEXT-BOOKS USED IN THE GALESBURG HIGH SCHOOL.

ENGLISH

English Composition, Scott & Denny	$ .80
Composition-Literature (Rhetoric), Scott & Denny	1.00
American Literature, Newcomer	1.00
English Literature, Simonds	1.25
English Classics, from 15 to 40c each.	
Literature Note-books	.25
Business English, Smith & Mayne	1.00

READING AND PUBLIC SPEAKING

Cumnock's Choice Readings	1.25

LATIN

First Latin Lessons, Smith & Laing	1.00
Cæsar, Kelsey	1.25
Cicero, Kelsey	1.25
Virgil, Comstock	1.40
Ovid, Gleason	.75
Prose Composition, In Latinum	.50
Grammar, Bennett	.80

HISTORY

General History (Revised), Myers..... 1.50
Ancient World (West)..... 1.50
Mediaeval and Modern, West..... 1.50
English, Wrongs 1.40
United States, McLaughlin 1.40
Civil Government, James & Sanford..... 1.00

MATHEMATICS

Commercial Arithmetic, Moore..... 1.00
Algebra, Slaught & Lennes 1.20
Geometry, Sanders 1.25

SCIENCE

Physiology, Overton ..... .80
Botany, Coulter 1.50
Zoology, Herrick 1.80
Biology, Hunter 1.25
Physiography, Salisbury 1.30
Physics, Millikan & Gale..... 1.25
Chemistry (Briefer Course), Remsen 1.25
Laboratory Manual—(Physics), Coleman ..... .60
Remsen's Chemical Experiments ..... .50

GERMAN

Elements of German, Becker & Rhodes..... 1.00
German Classics, from 30 to 50c each.

COMMERCIAL BRANCHES

Business and Commercial Bookkeeping, Dewhirst..... 1.00
Manual of Shorthand, Gregg 1.50
Reading, Exercises in Shorthand, Gregg..... .50
Gregg's Speed Practice 1.00
Typewriting Manual 1.00
Commercial Law, Huffcutt 1.00
Commercial Geography, Redway 1.25
Political Economy, Laughlin 1.20

VALUE OF THE SUBJECTS TAUGHT IN HIGH SCHOOL.

The aim of the following pages is to show the advantages to be gained by a study of the subjects in the High School course. These statements have been prepared by the heads of the departments and teachers of the subjects.

ENGLISH

CORA F. STONE, HEAD OF THE DEPARTMENT

The English language is the tool which every American boy or girl must learn to handle easily and well if he is to be a success in the useful occupations of life; for this reason much time and attention is given to the studies which will help him to use his mother tongue in an effective way.

Twice a week each year in the course, is a recitation in English classics, and this, supplemented by English composition and rhetoric with the history of American and English literature, will give any thorough student a command of his native tongue which will facilitate any work he may have in hand, besides opening new worlds of thought and feeling which would otherwise have been a closed book to him. A recitation or piece of written work in any subject is a lesson in English and the teachers in every subject try, as far as they have time, to insist on the use of correct English.

ENGLISH COMPOSITION

English composition aims to increase the student's vocabulary, to make him more careful in ordinary conversation, and to enable him to express his thoughts in written composition, correctly, clearly, and with some degree of beauty.

Correct punctuation, and capitalization and good English are insisted upon till these become a habit.

In connection with English composition for the members of the Freshman class who seem to be particularly deficient in the knowledge of correct English, classes in English grammar are held twice a week.

RHETORIC

The study of rhetoric is a practical one for every student. In whatever line of work he may be interested after he leaves school, he will be expected to speak and write correctly, and much of his success as a business or professional man will depend on his ability in this respect. Rhetoric aims to teach a student to be correct in speaking

and writing, to say what he means briefly and easily, and to express himself in a way which cannot be misunderstood.

AMERICAN LITERATURE

The aim in our study of the history of American literature is to acquaint the pupil with the lives of our great writers and with their works. We bring out the relation between the work of the author and the history of his time so that the pupil may understand that history may be read through literature and that a man's writings depend largely upon conditions in the country. We read in the class room those parts of the writings of each great author which will be most apt to influence the student to choose good reading matter for himself when he leaves school.

ENGLISH LITERATURE

The object of this study is to introduce the pupil to the great men of English literature. An intimate acquaintance with them and their work is neither practical nor, perhaps, desirable at this stage of progress.

Now-a-days, however, the young person who has not a general knowledge of the development of our language and literature, and a certain degree of familiarity with the greatest literary men, is badly handicapped. It is hoped that a large proportion of the pupils will be sufficiently interested to continue reading and studying either by themselves or in college.

ENGLISH CLASSICS

The study of the English Classics begins with Irving, the father of American letters, the Sketch Book being such simple description and narrative that the beginner has no difficulty in understanding it. Merchant of Venice and As You Like It introduce the pupil to Shakespeare and the beginning of character study. The Last of the Mohicans makes him acquainted with another American author, who is a great favorite with the boys at this stage of their development. Longfellow's narrative poems appeal to a different taste and give further knowledge.

In the second year Silas Marner, Franklin's Autobiography, Julius Cæsar, give more character study, Ivanhoe is a good introduction to the English romances which every child should read and Patriotic Speeches appeals to the feelings that help make a good citizen.

Tennyson in the third year opens the mind to the beauty of the best modern English poetry. Carlyle shows the thought which was so

inspiring to the English students of the middle of the same century. Macbeth and Hamlet add to the knowledge of Shakespeare, and Emerson's essays close the list with a store of good advice for a person going out into active life.

Besides reading books named, the pupils make outlines and write essays with more or less supplementary reading.

The fourth year, less importance is placed upon the outlines and more individual work is done. Each person reports upon several books obtained at the library and read at home. Much time is spent in recitation by the pupils telling, chapter by chapter, the story of the book which the class is studying. This is excellent practice for the pupils, causing them to think quickly and express their thoughts in the best English. It also gives them greater self-possession and reliance.

The most important result is the knowledge gained of English writers and their works, enabling them to select with judgment the reading which will make so large a part of the quiet pleasures of active life.

READING AND PUBLIC SPEAKING

MABEL C. REIGLE, HEAD OF THE DEPARTMENT

Previous to 1896 no special department was provided for rhetorical work, although this important part of the school training was not wholly neglected. Then as now, entertainments were given and the students were trained to take part in them by the various teachers in the High School. The graduates were trained in a similar manner and for this work a special teacher was sometimes employed. Then in 1895 a special teacher was employed to give half time during the school year to the middle and senior classes. The plan met with such favor and the demand for the work was so great that an instructor was employed in 1896 to give full time to the subject. Reading is offered in the second year of the course and public speaking and dramatics in the third and fourth years. The course is a thorough one and follows the same lines as those of higher institutions. Free simple expression of mind and body is sought for rather than elocutionary effect.

In the preliminary contests for choosing a representative for contests with outside schools, all who desire to enter are allowed to compete, so that much interest is aroused in the work and the best results obtained. Much attention is given to debating, both in the regular rhetorical work and in other classes. At least three public entertainments are given each year, at which good farces and plays are pre-

sented. These entertainments have become known for their artistic presentation, lacking the crudeness of the average amateur production. The students in this department in order to obtain their credits must appear before the assembly at least once during each year.

LATIN.

MINNIE L. SMITH, HEAD OF THE DEPARTMENT.

In answer to the question, "Why should Latin be studied?" Prof. Lord of Dartmouth College said recently: "The fundamental reason for the study of Latin is not to open a literature, not to impart information, not to develop culture as distinguished from power, not to furnish helps to an educated mind. The fundamental reason for its study is that it is a subject pre-eminently fitted to further the great end of all education: the development of the power of exact thinking. The man who can think exactly is the man of power."

All industrial schools recognize this fact and advise that those who enter their ranks have some knowledge of Latin.

Those who expect to teach should give some time to this study for through it they get a more thorough understanding of English grammar, and the study of words and their derivation is helpful in all English work.

From the first the student must give his undivided attention to the subject with which he is working, keep many things in his mind at once, noticing each letter, and discriminate in the use of words as he translates.

In this course one reads the most remarkable military history ever written, becomes acquainted with one of the world's greatest orators, becomes familiar with the daily life and customs of the Roman people.

Ovid's stories always have a fascination for young people. The Aeneid is studied chiefly as a literary production. The beauty of its figures, the variety of expression, the mythology which it suggests and the purposes for which it was written, make the study of Virgil delightful.

From this four years' course one receives not only knowledge and pleasure but quoting Prof. Lord again, "A mind that has been trained to observe, to compare and to judge, that is—to think exactly, is better fitted to do any work than one that has knowledge without that training. It is practically trained in the best way, is better fitted to earn its bread and butter, to tackle and solve the problems of daily life, and, in current phrase, to become efficient."

GERMAN.

M. Bess Henry, Head of the Department

The study of German has the general disciplinary value common to all language study.

Its first and greatest value is in the introduction of the learner to the life and literature of a great people. "It gives him as it were a new window on the world." In the course of his reading he sheds not a few prejudices and acquires no little wisdom.

It is the aim of the German department, beside teaching the pupil how to acquire and use properly a good vocabulary for reading and conversational purposes to give him a taste of German literature and to show him the important part the Germans played in the development of history.

As a beginning book, a text is used which combines the inductive and grammar methods. Easy stories are taken up introducing in the second year at least one of the classics and work in German literature and history. Prose composition is not neglected and as a special means of securing good pronunciation, German songs are occasionally sung in class.

A side issue to the regular work, the German Club, provides opportunity for those interested. There the pupils read papers they have written, work up and present short plays, make talks and play German games, all of which tend to give them some idea of practical everyday German in addition to a greater interest in class work.

MATHEMATICS.

T. W. Callahan, Head of the Department

Every subject taught in the High School has its place in the curriculum because of definite ways in which it helps each pupil. Perhaps the greatest value derived from the study of mathematics lies in the training it gives to the pupils to think things out for themselves.

ALGEBRA.

A year and a half is given to the subject of algebra, the course being arranged for the first year and the first four months of the third year. It is the aim to make the work as practical as possible. The elementary processes are constantly applied in solving concrete examples from different studies, notably physics, and they are thus made of real interest to the student. In this connection, he learns how the natural laws are worked out by mathematical

formulae. The relation that every straight line or curve bears to an equation is shown by means of the graph. The study of algebra cultivates the habit of clear thinking and trains the pupil to express himself accurately and exactly. It is one of the best studies to assist a pupil "to think straight." This habit once acquired will follow a pupil into all his lines of work. As algebra is the basis of all future studies in mathematics, especial emphasis is laid upon its study for all students who expect to pursue a scientific course in which mathematical computations are involved.

GEOMETRY.

Geometry is taught during the second year and the latter half of the third year of the course. Here too, the aim is to make the work practical. Its value is readily recognized in drawing, land measuring, pattern making and carpenter work. Definite propositions are given which are to a great extent demonstrated. Then based upon these propositions, a large number of exercises are given to the pupils which they must work out for themselves. The solution of these exercises is what causes the pupil to think, to be exact in the use of his words, to be logical and able to reason to a definite conclusion. He is obliged to use his imagination and to see definite figures projected in space and in this way a development is brought about that is not secured by the study of any other subject.

HISTORY.

Cora F. Stone, Head of the Department

GENERAL HISTORY.

General history is a course in universal history beginning with our earliest knowledge of human events and ending with the present time. The first four months of the course are devoted to ancient history, the remaining five months are given to mediaeval and modern history. If the student cannot give two years to the work as is suggested by the colleges, the one year course should be taken by all pupils. The study is valuable not only for the memory drill but also for the information conveyed.

ANCIENT AND MODERN HISTORY.

As many of the larger universities and colleges demand a two years' course in general history in their entrance requirements, the Galesburg High School has arranged a course giving one year to the study of ancient history and one to modern history.

In the first year, the beginnings of civilization in the Orient and its development in Greece and Rome, are studied. Particular attention is paid to the origin of the institutions which form the basis of modern nations. The daily life as shown in manners and customs receives considerable attention.

Modern history, beginning with the period of Charlemagne, shows the gradual formation and growth of the great nations which occupy the stage of history to-day. A large proportion of time is spent in tracing the events of the 19th century which have brought about the present conditions in the world at large.

The supplementary work done at the Library and in daily reading and in magazines ought to give a pupil who has taken the course an amount of knowledge which will be useful and a taste for historical events which will be lasting.

The school has gathered a large collection of mounted pictures, which, with the stereopticon slides, add much to the knowledge gained and to the interest and pleasure in the subject.

ENGLISH HISTORY.

English history is the foundation of American history and essential to its complete understanding. In its study we trace the gradual development of the power of the people through their increased resistance to the tyranny of the kings.

Through reading biographies we become interested in the personalities of those who have influenced English history, while descriptions of historic castles, wonderful cathedrals and the lovely rural England of to-day, delight and charm us.

UNITED STATES HISTORY.

In the study of American history special attention is given to the constitutional development of our nation, its industrial growth and territorial expansion.

Supplementary reading and the discussion of the work done by Congress while in session add to the interest of the subject.

CIVICS.

In this study the aim is to prepare the young people to do their civic duties well in later life. They must have some definite knowledge of their rights, and of the duties going with such rights. They must be familiar with some underlying principles, so that they may do clear and independent thinking on new questions. They must know the facts concerning the divisions of governmental powers, and the duties of officials, and they must appreciate the relation

that exists between our government and our every-day welfare. The desire is to awaken in their minds a lively personal interest in political affairs.

Hence the work is made as practical as possible. The government of our city, county and state is studied carefully. Attention is given to the progress of other countries in matters of government. Above all a large place is given to class discussions of live questions, growing out of the text, or suggested by current history.

ILLINOIS HISTORY.

As in civics the main thing aimed at in the study of Illinois history is to aid in developing good and intelligent citizens. In the work of the pupils, therefore, an attempt is made to have them realize the greatness of our state; how great were its men of the past, their ability, their struggles, their devotion; and how great the resources of the state are, both the developed and the undeveloped.

A second aim is to show what has hitherto been the relation of our history to the history of the nation, what its mission has been, and what its mission is still to be. In this connection a study is made of the part Galesburg and Knox County have taken in the development of the state and its institutions. And to the same end, a study of the live questions in the state is made, and their probable solution, thus watching the history now in the making.

SCIENCE.

A. C. Roberts, Head of the Department

PHYSICS.

The course of instruction in physics includes a study of the text-book for the purpose of getting a connected and comprehensive view of the subject, demonstrations in the classroom to illustrate the facts and phenomena of the science and their practical applications, and individual laboratory exercises to supplement the demonstrations and recitations in order to develop in the student scientific methods of observation and thinking.

The subject of physics is taken during the third or fourth year, a knowledge of elementary algebra and plane geometry being recommended as needful preparation for a good understanding of the subject.

Three recitations and two double periods for laboratory work are devoted each week to physics. About forty experiments relating to measurements, balanced forces, fluid pressure, heat, motion,

energy, magnetism, electricity, sound and light, are required to be made by the pupil. These experiments are mainly quantitative in character, designed chiefly to verify the laws previously considered in the classroom. A careful record of each experiment, consisting of data, computations and answers to questions is kept in neat form in a special laboratory notebook.

The school is well equipped with apparatus for classroom demonstration and laboratory experiments. Among the important pieces are balances, air pump, Wimhurst electrical machine, electric motor, with their numerous accessories. A Bausch and Lomb projection lantern of recent pattern, fitted with reflectroscope, vertical and microscope attachments, affords a valuable adjunct to instruction not only in the sciences but also in nearly every other branch of study.

CHEMISTRY.

The course in elementary chemistry is taken regularly the fourth year following the study of physics. Three periods of forty minutes each are given to recitation and two double periods are allowed for laboratory work each week. The course is intended to give the student a description of the common elements, their compounds, and their reactions sufficiently full and clear to enable him to form correct conceptions of the nature of the changes that are going on around him; to provide him with a thorough groundwork in the simpler laws and theories of modern chemistry, and lay a solid foundation for the continuation of the study in the higher institutions of learning. An attempt is made to illustrate many of the important details of industrial processes, both by descriptions accompanied by diagrams designed to bring out many of the important features, and by short excursions to inspect neighboring plants. The student is thus better able to grasp the connection between the industrial operations and the underlying chemical principles.

Laboratory and text-book work go hand in hand, a close correlation being maintained between the two. About seventy simple experiments have been carefully selected to bring out the leading facts and generalizations of the science. Though most of the experiments are qualitative in character, a reasonable amount of simple quantitative work involving the careful manipulation of simple apparatus is insisted upon to develop the power of observation and accuracy in the laboratory.

BIOLOGY.

[Prepared by J. W. Adams, Teacher.]

Biology deals with living things. One of its branches is botany, which treats of plants. The other is zoology, which treats of animals. Each of these sciences has many sub-divisions. Physiology is in reality a highly important branch of zoology.

In the High School the advanced classes are given one term each of botany, zoology and physiology; while one whole year of the "Essentials of Biology" is offered to all first year students, to afford a broader foundation and give a better grasp of the more advanced features of this study. Thus the way is prepared to help the student not only to do more satisfactory work, but to have a more comprehensive view of these subjects which deal with life. By this plan a pupil may elect two and one-half years of work in this department, and thus secure a liberal knowledge of the subject as well as to very fitly prepare him to enter a college course.

In the teaching of physiology there are two general objects to be sought. The first is the proper care and operation of the body itself. The other is favorable surroundings for the body. The first is known as hygiene; the second, sanitation. Other aims must be subordinate to these. If physiology will help us to form correct habits in our various activities, and to secure wholesome surroundings, then we need it.

Botany and zoology, though dealing with different groups of living beings are yet so much alike in methods and aims that they may here be spoken of together. Both are most directly concerned with man's physical welfare. They are not now in enlightened communities looked upon as mere accomplishments of little real value to the average man or woman. They are seen to be intensely practical. Birds and insects, trees and bacteria are so related to our daily life that we must know them for something more than their mere beauty or peculiarity if we are to realize what they are to us. We need to know what effect upon our own prosperity and happiness the various animals and plants about us have; to distinguish friend from enemy. We need to see the really dangerous character of some unsuspected foes, and to be free from foolish fears of many harmless creatures. We need to have awakened our interest in the world of life. We need such a respect for life as shall keep us from wantonly taking life—from killing for sport. The study of botany and zoology ought to do something toward preventing man's destruction of useful or harmless animals and plants. Appreciation of the beauties of nature is no mean thing of itself, and it grows with the knowledge of nature.

Biology then, is the one science, or group of sciences, that leads to intimate acquaintance with the living world, with the animals and plants about us and with ourselves. If such knowledge helps to successful living—if it makes man better off financially, intellectually and morally, then it is well to have it. The High School, believing that this knowledge of nature is profitable in a high degree, aims to extend it through its courses in biology—physiology, botany and zoology.

PHYSICAL GEOGRAPHY.

[Prepared by W. C. Beard, Teacher.]

The average student enters High School with but a meager knowledge of the facts and phenomena of the great world that is about him. His world being a world of things, of the concrete, the explanation of these varied phenomena must be found largely through things and those close at hand.

Physiography here appears as an admirable first step in the study of the physical. Fascinating the student with its immediate interest it impels a search for the cause and process of the many changes.

For an explanation and separation of these, all the sciences are drawn upon and illustrations so frequent and varied are found on every hand that the facts of science appear as realities.

The general laws of the earth and air are learned without confronting the pupil with mere abstract theories.

The practical value of a knowledge of climatic changes, conditions of soil formation, the distribution of plant and animal life, and the influence of these on man's manner of living on the earth, can hardly be over-estimated. For the student who intends a long school training, physiography is a pleasing introduction to a study of the sciences; to the one in doubt it may prove a stimulus to continue his study, while the pupil who pursues his school course no further receives something of practical value to him.

BOOKKEEPING.

[Prepared by J. M. Dewhirst, Teacher.]

It is the purpose of the Bookkeeping department to train the young people so that they can intelligently take their places in the business world. This does not mean that each one who takes the subject is to become a bookkeeper, and take a position in some office, though this could be done; but that he may upon examination be able to tell whether or not the books are properly kept; as no

person is thoroughly competent to embark in a business enterprise without this knowledge.

In order to accomplish the purpose, the pupil must become thoroughly acquainted with the common commercial papers, such as checks, notes, invoices and drafts, also their use in business transactions. He must understand the nature of a transaction, so that he can tell the effect of the same upon business. This knowledge should precede the work of making the record of the same in the blank books, which is commonly called bookkeeping.

In recording the transactions in the blank books it is important that the record should be made neatly and correctly. No erasures or blots should appear, and all corrections are to be made, so that the errors are self-explanatory.

The pupil must be able to explain and use intelligently accounts, such as the proprietor's personal loss and gain, also trial balance, balance sheet, invoice and sales book, journal, cash book and ledger.

And all this, it is the aim of the department to accomplish.

COMMERCIAL ARITHMETIC.

Commercial arithmetic has for its object the making of the pupil proficient in those subjects of arithmetic that the business world is constantly using.

In order to become proficient, the pupil must understand the conditions involved, and be able to apply these principles in an intelligent manner so that he will know that his work is correct, for no publisher has as yet attempted to furnish an answer book for the various business houses. He must develop that necessary quality of being able to tell, from the conditions involved, whether or not the answer is a reasonable one.

The business world demands that those in its employ be able to solve accurately and with a reasonable degree of rapidity the ordinary mathematical problems necessary to carry on the work. To do this a person must be thoroughly drilled in the four fundamentals of addition, subtraction, multiplication and division, also fractions, percentage, interest, discount, interspersed with practical measurements.

SHORTHAND AND TYPEWRITING.

[Prepared by Nellie C. Collins, Teacher.]

Two years are given to shorthand and typewriting, preferably the second and third years of a three-year course and third and fourth of a four-year course.

If a pupil, who elects shorthand, has not completed at least one year in English, he is encouraged to postpone shorthand until that much English is completed. If he takes shorthand at this time, he must also take English. With advanced work, at least two years of English are required. The importance of studying authors is frequently presented to the classes.

Since only about one out of six who begin shorthand becomes a stenographer, the work must be conducted to benefit the five as well as the one. Emphasis is put on the way to study, considerable effort being made to help pupils form habits of effective study and self-examination. The pupil is continually encouraged to account to himself; to be sure that he has mastered the assignment; to frequently review himself on former lessons. This is done in the hope that habits so built up will make for improvement after school days are past.

During the first year the Gregg manual is thoroughly covered. At the end of the year every pupil writes out and illustrates the whole theory. This is done without questions. The examination also includes 200 words, covering most of the theory, taken from dictation and transcribed. A grade of at least 95 per cent is required before advanced work may be taken.

In typewriting by the end of the first year, the class is writing smoothly upon the whole keyboard. At this stage quite a number of pupils can turn out twenty-five correct words per minute, after five words are deducted for each error. In daily lessons one per cent is deducted for each error, and no paper is accepted that falls below 85 per cent. Few papers are rejected; the majority are above 95, and several pupils each year are 100 on every lesson.

The advance work is conducted almost wholly as a preparation for stenographic work. Text-book work (Speed Practice) and dictation, intended to strengthen the pupil in ready word building, are used early in the year. This work is soon supplemented by dictation for transcription, which is gradually increased until nearly all the work at the typewriter is transcription. The last two or three months from 500 to 700 words are given to be transcribed each day, one period being allowed for the work. Most of the dictation for transcription is business letters, which are turned out by the pupils as if for the business man's signature. Making carbon copies, mimeographing, filing, and as many of the more common office duties as possible are taught in the course of taking care of their own work and the work of the school.

Pupils who have satisfactorily completed the advance work have been quite successful in business life. The possibilities for all-

around training in the different departments of the school have enabled a considerable number to use their shorthand and typewriting as a stepping-stone to reach places of large responsibility.

BUSINESS ENGLISH.

[Prepared by S. B. Irish, Teacher.]

The course in business English is a practical course in business as transacted by letter. It is a desirable study for anyone who wishes to learn something of the methods used to obtain desired results in business dealings, but it is especially valuable to those who wish to enter the commercial world.

During the course business letters are written and discussed; negotiable instruments are examined and written; and such work is done in grammar as seems necessary from the work of the students taking the course.

Throughout the year the idea of using natural conversational language is kept before the students while stilted or worn out expressions are carefully avoided. Much of the subject matter for the letter writing comes from, or is based upon, transactions of the students themselves, while artificial conditions are seldom used.

BUSINESS LAW.

[Prepared by G. M. Hewey, Teacher.]

In our age, and especially in our country, business enters into everybody's life. There are constantly coming up questions of loans, of credit, of the transfers of notes, and of the assignment of rights and duties on contracts; questions of the liabilities of railways, insurance companies, hotel keepers, of agents, of the employers of labor, of those who hire, rent, or care for property; questions of the buying and selling of real estate, of the powers and responsibilities of the members of partnership firms, joint stock companies and corporations. Such are the questions the pupil must meet, and hence the propriety of his studying such questions in school. The aim is to make business law very practical, not to make lawyers. Problems taken from real business life are a main part of the course. The pupil is taught, not how to escape the clutches of the law after he has done wrong or made mistakes, but rather how to avoid mistakes and liability of punishment; so that his business may be conducted with success, without unnecessary worry, and with fairness to those with whom he has to deal.

COMMERCIAL GEOGRAPHY.

Commercial geography is the study in which those sciences that deal with nature and those that deal with human society are brought together. The subject is designed to give the pupils an insight into the relation between the geographical conditions of a country and its industrial development. It is a study of the localization of industries. The three factors involved, nature, man and capital goods are carefully studied with respect to each of the great industries and the reason why certain industries are confined to certain regions are thoroughly considered.

Each of the great world products is studied in detail and their respective by-products noted. Recent discoveries in science have increased the number of by-products so that each year there is a constantly decreasing amount of waste. The pupil learns how natural factors are employed to give the greatest amount of industrial return.

POLITICAL ECONOMY.

The course in political economy attempts to give the pupil a reading knowledge of the subject such as he must have in order to become conversant with the ordinary economic subjects of which he must know something if he is to become a well-informed voter, or even an intelligent reader of the newspapers.

A study is made of the laws governing production, exchange, and distribution. Considerable time is also devoted to such questions as municipal ownership, theories of taxation, socialism, trades unions, protection, and other economic questions of equal importance.

MANUAL TRAINING.

G. H. Bridge, Head of the Department

In the construction of our new manual training building and the admission of the seventh and eighth grades to manual work our course has been changed.

MANUAL TRAINING IN THE GRADES

The seventh and eighth grade boys receive instructions in elementary woodwork one and one-half hours per week. These pupils are taught the names and use of tools. After a fair degree of skill has been acquired they are encouraged to make various small articles, ranging from match boxes to magazine racks and waste baskets.

MANUAL TRAINING I

The work of the High School is divided into two years of woodwork and two years of metal work, boys receiving instructions of two ninety minute periods per week. During the first term the principles of elementary carpentry are taught, instructors insisting upon neatness and accuracy of all work handed in. Second term—Work in joinery making such joints as are used in cabinet construction. Third Term—The boys are encouraged to combine the principles learned into some useful piece of furniture for the home, they furnishing the material.

MANUAL TRAINING II

First term—Turning in wood.
Exercises between centers.
Face plate and chuck work.
Glued up work.

Second term—Pattern making.
Accurate calculations made, to allow for shrinkage, draught and cleaning upon lathe. Patterns made for articles to be completed in machine shop.

Third Term—By this time the boy has acquired sufficient ability to make quite an elaborate piece of work, and such pieces as library tables, davenports, writing desks, dining tables, etc., are made. All the articles are finished by the students themselves. Staining, waxing, varnishing, shellacing in the best manner possible, are all given attention.

Complete working drawings and bills of material are required of all High School boys before they are allowed to begin their pieces.

MANUAL TRAINING III

MACHINE SHOP

First Term—12 weeks—Bench Metal work—chipping and filing. Explanations and exercises are given in the proper use of hammer, chisels and files. Demonstrations and practice are given in grinding chisels to produce best results in various metals. At various times talks are given on the production, composition and practical use of different metals.

Second Term—12 weeks—Forging. Forge practice—Demonstrations are given in use of forge and tools. The construction and

operation of forge are explained in detail. General practice in drawing out, upsetting, forming, bending and welding furnish the exercises for the term's work.

Third Term—12 weeks—Forging continued. General practice in forging, including exercises in tempering and tool making, constitutes the most of the work of the third term.

MANUAL TRAINING IV

MACHINE SHOP

First Term—12 weeks—Lathe work. Construction and principles of lathe explained. Tool grinding for special purposes. Practice given in turning, boring, internal and external screw cutting.

Second Term—12 weeks—General practice. Construction of Machine Parts.

Third Term—12 weeks—General Machine Shop Practice with emphasis placed on machine construction and operation.

MECHANICAL DRAWING.

[Prepared by W. C. Beard, Teacher.]

With the increasing demand for technical training in public schools the subject of mechanical drawing comes to demand more attention.

Not only is it an asset to the prospective engineer and mechanic but its value as a means of mental discipline is coming to be considered scarcely inferior to that of any study now in the curriculum of the public schools.

The practical use of a knowledge of drawing becomes ever more evident to the student as he progresses in the subject and urges him to close application and consistent work, while of no less importance is the awakening sense of proportion together with the cultivation of neatness and accuracy.

To be of greatest effectiveness in public schools, however, the relation between drawing, mathematics and shop work must be rigidly upheld. Work at the drawing board must parallel practice in the shop.

Problems in the designing of simple pieces of furniture and woodwork to be built during shop periods afford an excellent opportunity to relate constructive design with practical work.

On the whole, the successful designing and constructing of a piece of work largely his own stimulates the student to better work during his entire course in school.

PRINTING.

[Prepared by J. M. Dewhirst, In Charge.]

One would naturally suppose that the primary object of studying printing is the learning how to deal with the mechanical part of the work, such as setting type, making up forms and running a press. This, however, is one of the purposes, but not necessarily the main one. In fact, the pupils do learn to set type and perform other activities connected with the mechanical side, but that which they learn of greater importance is that it requires time and close observation to do in a respectable way some of the most common and ordinary things that the average person takes as a matter of course. It requires time and much more time than one supposes, who is not familiar with printing, to set a line of type. It also requires a great amount of skill to make the page appear well in print, after the type has been set.

Another purpose of the print shop is to encourage a high standard of school spirit, and one of the principal ways in accomplishing this is by publishing The Budget. This is a weekly paper edited and printed by the students of the High School under the supervision of certain teachers. In this paper the pupils deal with school problems both real and imaginary, pleasant and unpleasant. This work is not simply a preparation for life, it is life itself. Mistakes in print as well as successes are not so easily kept from the public. The editors and reporters, in fact the whole staff, are thrown upon their own resources.

One of the important features of this work is the training the business managers receive. It is their duty to provide the print shop with the necessary cash to carry on the work. The source of this revenue is the subscription price of The Budget and job work done principally for the Board of Education.

While the High School annual, the Reflector, is not printed on the High School press, its publication is due in a large measure to the efforts of those connected with the publication of The Budget.

It is here in the print shop that a number of pupils discover themselves, when it seems almost impossible for them to do so in the regular academic course.

DOMESTIC SCIENCE.

MRS. CLARA G. RHODES, HEAD OF THE DEPARTMENT

We must learn the homely laws of fire and water, we must feed, wash, plant, build.

These are the ends of necessity, and first in the order of nature. Poverty, frost, famine, disease, debt, are the beadles, and guardsmen that hold us to common sense.—Emerson.

Pupils pursuing a course in domestic science may acquire a knowledge of household arts in a pleasing and attractive way not offered in all homes: pleasing because of the companionship which all young people enjoy, and attractive because it is the privilege and duty of the instructors to present the work in a way to give the girls a liking for that form of industrial employment, and better than many homes may offer because of the lack of time the mother may have at her disposal and, too, perhaps a lack of knowledge on the mother's part.

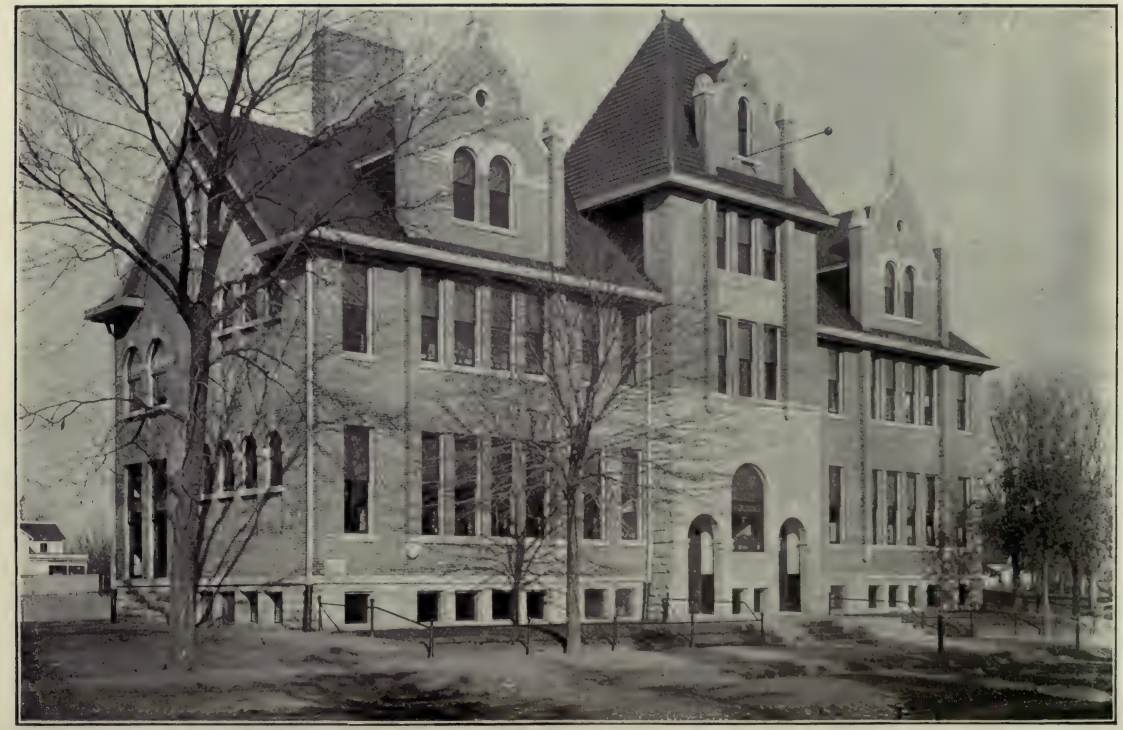
The girl not only acquires a taste for housework which otherwise she may never have but habits of order and a knowledge of related subjects; also she learns that the most expensive foods are not necessarily the most conducive to mental and physical growth.

In many cases the pupils learn to train the appetite as well as the mind. It is an acknowledged fact that more than nine-tenths of the pupils, as well as adults, have a perverted appetite and they are urged to try to cultivate a taste for the most wholesome and nutritious foods. If this cannot be accomplished in any other way an appeal to their pride will often induce them to try some food that has always heretofore, been passed by.

When the girl knows that with a good healthy, physical make-up she has a more attractive personality, she will, many times, at least, make an effort to gain some acquired tastes. One authority has well said, "It has become too much the fashion to allow children a greater range of electives in foods than in studies."

All young people like to imitate their elders in extending hospitality as well as in other lines and when the pupils learn to prepare their own refreshments instead of depending on their mothers or the baker they have a keener enjoyment in the serving than otherwise would be the case.

One eminent physician has expressed as his opinion that it is the imperative duty of the colleges and universities to take in hand the matter of food for the future leaders of the nation as an example of what education really stands for. And why not? We all know that the football coach will positively refuse to allow a student to remain on the team unless he will follow the prescribed diet for the best physical work cannot be secured if an indiscriminate diet is allowed.



BATEMAN SCHOOL

Location, West Losey Street, between Clark Street and Maple Avenue. A nine-room building, with Auditorium and Office. Four rooms built in 1877. Remodeled and enlarged in 1899. Cost of plant, $28,007.

TEACHERS' TRAINING SCHOOL.

The Training School was opened in 1888. The action of the Board of Education in June, 1893, awarding diplomas to those completing the Course of Study in Theory and Practice, has had great influence in establishing the professional standing of the school.

The general plan that has been in operation during the past eighteen years is as follows:

Practice.—The practice work of this department is of three kinds: (1) Teaching the first and second grade pupils of the Central School, each teacher having charge of a school averaging twenty-five in number. (2) Filling temporary vacancies caused by the absence of the regular teachers in the city schools. (3) Assisting in the different ward schools whenever overcrowding of pupils makes such help necessary.

Theory.—Each week four meetings of the class are held for recitations, reports on educational reading, and discussions of the best methods of teaching. Lessons in drawing and vocal music are given by the special teachers of these subjects.

COURSE OF STUDY.

FALL TERM

I. "Halleck's Psychology."

Time: Fourteen weeks. One hour per week.

Required Reading: Selections from "Psychology in the School Room"—Dexter and Garlick; "Basis of Practical Teaching"—Bryan; "Principles of Teaching"—Thorndyke; "Thinking, Feeling, Doing"—Scripture; "Talks to Teachers on Psychology"—James.

II. *Primary Methods.*—Methods of teaching reading, writing, numbers and language in the first and second grades. Examination and discussion of the best primary text-books.

III. *Drawing.*

Time: Fourteen weeks. One hour per week.

Leaves, fruits, and vegetables in light and shade. Blackboard drawing and water colors. Drawings pertaining to Nature Study and Special Days.

WINTER TERM

I. "Painter's Educational History."

Required Reading: Selections from "Barnes' General History;" "Quick's Educational Reformers;" "Life of Pestalozzi;" "Life of Froebel;" "Rousseau's Emile;" "History of Pedagogy"—Compayre.

II. *Methods.*—Methods of teaching reading, arithmetic and language in the third and fourth grades.

III. *Drawing.*

Time: Ten weeks. One hour per week.

Groups of models in outline and in light and shade. Drawing of objects and groups of objects based on type forms. Blackboard drawing, charcoal, and water colors. Drawings pertaining to Nature Study and Special Days.

SPRING TERM

I. "Page's Theory and Practice of Teaching."

Time: Six weeks. One hour per week.

II. *Methods.*—Methods of teaching reading, language, arithmetic and geography in the grades. Acquaintance with the text-books used in the grades of the Galesburg schools.

III. *Miscellaneous.*—Rules and regulations of the Galesburg schools. Reports and records. Completion of note books and drawings and reports of general reading.

REQUIRED READING

"A Study of Child Nature"—Elizabeth Harrison.

"Reading, How to Teach It"—S. L. Arnold.

"Life of Pestalozzi"—Krusi.

"Life of Froebel"—Page.

"How to Tell Stories"—Sarah C. Bryant.

Selections from—

"Waymarks for Teachers"—S. L. Arnold.
"The Plan Book"—Marion George.
"How to Enjoy Pictures"—M. S. Emory.
"Quincy Methods"—Patridge.
"Basis of Practical Teaching"—Bryan.
"Principles of Teaching"—Thorndike.
"Thinking, Feeling, Doing"—Scripture.
"Talks to Teachers"—James.
"Educational Reformers"—Quick.
"General History"—Barnes.
"Emile"—Rousseau.
"History of Education"—Compayre.
"Leonard and Gertrude"—Pestalozzi.
"Ethics for Children"—Cabot.

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